DOCUMENT RESUME

ED 240 328 CE 038 215

TITLE A Study of the Significant Factors That Affect the Job Placement Rates of Students Who Have Completed a HERO Program.

INSTITUTION Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.

SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

PUB DATE Sep 81

NOTE 203p.; For related documents, see CE 038 216-217.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Educational Strategies; *Home Furnishings; Home Management; Influences; *Job Placement; *Job Training; Models; *Occupational Home Economics; *Outcomes of Education; Pilot Projects; Program Content; Program Design; *Program Effectiveness; Program Evaluation; Questionnaires; Research Methodology; Services; State Surveys; Teaching Methods

IDENTIFIERS *Home Economics Related Occupations; Michigan

ABSTRACT

A three-year study examined the significant factors that affect the job placement rates of students completing a Home Economics Related Occupations (HERO) program. Other purposes of the study were to develop and pilot test a model that could be used to determine factors related to student placement in a variety of vocational education programs and to provide a thorough description of the HERO programs under study. To obtain data for the first year of the study, researchers visited 30 HERO programs at nine different sites throughout Michigan. The focus of the study was on HERO programs in either home furnishings, equipment and services, or institutional home management and supporting services. A mail survey instrument was also developed and sent to all other sites in Michigan that offered HERO programs in either of these two subject areas. Based on data from both the site visits and the mail questionnaires, it was determined that these sites with high placement rates generally had one-year programs that made extensive use of job shadowing and provided vocational interest screening for interested students. The most successful programs also appeared to place a high degree of emphasis on providing career opportunity awareness resources and training for guidance counselors. (Appended to this report are the survey instruments and discussions of the study findings.) (MN)

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A Study of the Significant Factors that Affect the Job Placement Rates of Students Who Have Completed a HERO Program

September 1981

Submitted by:

Instructional Development and Evaluation Associates, Inc.
Berkley, Michigan

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Foreword

This study was conducted by Instructional Development and Evaluation Associates, Inc. under contract with the Michigan Department of Education, Vocational-Technical Education Service. Instructional Development and Evaluation Associates, Inc. would like to thank Dr. Barbara Atkins, Paul Novak, and the HERO Study Advisory Committee for their assistance throughout this project. Their assistance was invaluable during this project.

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Project Background

The primary purpose of this study was to identify significant factors that affect the job placement rates of students completing a Home Economics Related Occupations (HERO) Program. A second purpose of this study was to develop and pilot a model which could be used to determine factors related to student placement in a variety of vocational education programs. While the data collection model is generalizeable to other programs, the findings are limited to those programs under study. It is reasonable to believe after a larger sample of programs are studied more generic variables will be affecting job placement rates. The third purpose was to provide a thorough description of the delivery systems used by the HERO Programs under study.

A total of five program types comprise the HERO Program offerings. These program types and a brief description of each follows:

1. Child Care Services - instruction emphasizes the competencies essential for employment in child care related fields. The instruction centers around the needs and care of young children.

2. Clothing Management/Production and Services - instruction emphasizes the competencies essential for employment in the clothing and textile industries.

3. Food Management Production and Services - instruction emphasizes the competencies needed for various employment situations related to institutional and commerical food services.

4. Home Furnishings, Equipment and Services - instruction emphasizes the competencies essential for various kinds of

employment related to home furnishings, equipment and related services.

5. Institutional Home Management and Supporting Services - instruction emphasizes the necessary competencies required for various kinds of employment related to institutional housekeeping, hotel/motel housekeeping as well as private home care needs.

The emphasis of the research study this year was in two of these five HERO Programs: Home Furnishings, Equipment and Services, and Institutional Home Management and Supporting Services. These two program types were selected by the Michigan Department of Education. While the emphasis of this year's efforts was in these two program areas, descriptive and preliminary data from the other three program types were also collected to provide a description of the delivery systems as well as provide tentative trends regarding those program types identified as the focus of the second year of the study.

To obtain the data for this study, staff from Instructional Development and Evaluation Associates, Inc. visited nine different sites around the state of Michigan. The sites visited were those which offered either a Home Furnishings, Equipment and Services or an Institutional Home Management and Supporting Services Program. These included the entire population of these program types. When visiting a site, data were also collected from all other HERO Program types housed at that site. Across the nine sites, there were a total of 30 programs visited. A complete breakdown of the programs visited is presented in a later section of this report.

The information collected from the remaining programs, although complete, was not as comprehensive in nature as that collected from the two focus programs.

Three major analytical segments resulted from the activities of this research study. Each segment added a different dimension of information used in the determination of significant factors impacting the placement rates of students in the HERO Programs. The first segment consisted of the development of case study descriptions for each of the 30 programs visited. The purpose of these case studies was to identify and describe the various delivery systems used at each of the program types. The second segment was an analysis of the information collected during each site visit to ascertain factors associated with the placement rates of students. This segment was undertaken only for the Home Furnishings, Equipment and Services Program and the Institutional Home Management and Supporting Services Program. The third and final segment was a mail survey to Vocational Directors, Placement Directors, and Instructors of the three non-focus program areas: Child Care Services, Food Management Production and Services, and Clothing Management/Production and Service. The purpose of the survey was to ascertain, on a general level, those factors associated with the placement rates of students for these three programs. The intent of this segment was to provide some initial information about each of the three programs which could be used as a basis for the future study of these programs during the 1981-82 project year.

As a result of the activities described a set of recommendations was developed.

The case studies developed as a result of the on-site visitations are presented in a separate document titled "HERO Study Report: Case Studies and Summarizations". This report is available through the Project Director's office.

Methodology

Development of the Survey Instruments

In order to develop the appropriate instrumentation, it was necessary to determine research questions that identified the delivery system of each of the HERO Programs as well as those factors of each HERO Program that enhanced or reduced the program graduates' ability to obtain employment within the area of the program from which they graduated. The developmental process followed for the research questions, resulting instrumentation, and analysis involved a number of steps. Briefly, these steps were:

1. Review of the literature and existing documentation to identify potential major areas of investigation relating to placement.
2. Review and selection of the areas to be studied.
3. Development of a draft set of research questions to be addressed and the potential factors relating to placement represented by each research question.
4. Review and refinement of the set of research questions and identified factors.
5. Development of instrumentation based on the research questions.
6. Review and refinement of the instrumentation.
7. Pilot test of instrumentation and resulting modification.
8. Collect data from site visit.
9. Develop mail surveys for use with all non-visited HERO sites.
10. Analysis

As indicated, the first step in the development process was a review of the literature and existing documentation. Several sources were used for this step. These included materials from the Center for the Study of Vocational Education at the Ohio

State University, periodical literature, and materials provided by the Michigan Department of Education. These materials were reviewed and the potential areas of investigation were identified. These areas were then used to develop the draft set of research questions identified in the third step of this process.

The fourth step involved the review and refinement of the research questions and associated factors identified. The review and refinement occurred in a three phase process. The first phase involved an initial meeting (September 25, 1980) with staff from Instructional Development and Evaluation Associates, Inc., Dr. Barbara Atkins, and key staff members of the Michigan Department of Education. The purpose of this meeting was to review the body of research questions and factors and to provide input into possible modifications. As a result of this initial meeting, modifications were made to the research questions. In addition, the most appropriate individuals to respond to each of the questions were identified.

The second phase of the review process occurred at a meeting of the advisory committee for this study. The advisory committee will be discussed more fully in a later section of this report. The advisory committee was asked to review the research questions developed, the factors identified for each research question, and the individuals identified as respondents for each of the questions. The advisory committee reviewed the questions from their perspective areas of professional expertise. The comments from the advisory committee were used to further refine the research questions. This meeting occurred on November 12, 1980 in Lansing, Michigan.

The third and final phase of the developmental process for the research questions was a review of the modified questions and factors by Dr. Barbara Atkins. Based upon this final review, a set of research questions, associated factors, and identified respondents was developed. From this final draft, the instrumentatio was developed.

The fifth step involved the conversion of the research questions into an interview format for each of the identified respondent groups. A total of eight respondent groups were identified. These were:

1. Advisory Committee Members
2. Employers
3. Placement Directors
4. Program Graduates
5. Program Instructors
6. Program Leavers
7. Students currently enrolled in the program
8. Vocational Directors

For each of these groups, a separate interview instrument was developed based upon the research questions identified. These instruments were reviewed by Dr. Barbara Atkins (Step 6) and piloted at the first two site visits (Step 7). Based upon each of these steps, further refinements were made to the interview questions and format developed for the interview process.

Based upon a preliminary inspection of the data, the staff of Instructional Development and Evaluation Associates, Inc. developed a series of mail surveys for use with Vocational Directors, Placement Directors, and Instructional Staff not visited. (It should be remembered that the mail surveys were only used with those program types which were not the primary thrust of this year's efforts. All sites offering Home Furnishings, Equipment and Services, and Institutional Home Management and Supporting Services were visited.) The mail surveys were reviewed by Dr. Atkins prior to their being mailed. Appendix A contains copies of all interview schedules and surveys.

Selection and Role of the Advisory Committee

An advisory committee was identified to provide expertise in the review of research questions and the results of the survey. An initial list of potential members was provided to Instructional Development and Evaluation Associates, Inc. by the Michigan Department of Education. Each individual on this list was contacted by telephone, provided with a description of the project, the role of the committee, and asked if they would be willing to serve. A total of 11 individuals agreed to serve. These individuals are identified in Figure 1. As can be seen by an examination of these names, the members were individuals with practical experience in the field both at the local school and area vocational center level.

The advisory committee was designated to serve two key roles. The first was to review the research questions upon which the study was to be based. The purpose of this review was to insure that the research questions developed would provide the information needed and that the information was obtained from the most appropriate respondent group. This meeting took place on November 12, 1980. A copy of the agenda for the meeting is presented in Figure 2.

A second major task of the advisory committee was to review the final report. This meeting was held on May 27, 1981. The members were asked for input relative to the findings of this research project. The agenda for this meeting is presented in Figure 3.

Figure 1

List of Advisory Committee Members

Ms. Barbara Rupp
Calhoun Area Vocational Center
475 East Roosevelt
Battle Creek, Michigan 49017

Dr. Marvin Oberlander
Mt. Pleasant Public Schools
1155 South Elizabeth
Mt. Pleasant, Michigan 48858

Mr. Harry Miller
VanBuren Skill Center
250 South Street
Lawrence, MI 49064

Mr. Robert Thelen
Capitol Area Career Center
611 Hagadorn Road
Mason, Michigan 48854

Ms. Sharon Brittain
Lenawee Vocational Center
2345 North Adrian Highway
Adrian, Michigan 49221

Ms. Bessie Ernst
Detroit Public Schools
Suite 1072
5057 Woodward Avenue
Detroit, Michigan 48202

Ms. Dixie Grow
East Lansing High School
509 Burcham Drive
East Lansing, Michigan 48823

Ms. Diane Potts
Jackson Area Career Center
6800 Browns Lake Road
Jackson, Michigan 49202

Mr. Cal Harris
Walled Lake Central High School
2978 South Commerce Road
Walled Lake, Michigan 48088

Ms. Betty Wallace
Mt. Pleasant High School
1155 South Elizabeth
Mt. Pleasant, MI 48858

Mr. Neil Sage
Northwest Oakland Vocational
Center
8211 Big Lake Road
Clarkston, Michigan 48016

Figure 2

HERO Study Advisory Committee Meeting
November 12, 1980
Lansing, Michigan

Agenda

I. Introduction of Advisory Committee Members

II. Introduction

III. Overview of evaluation

IV. Discussion of interview questions

Lunch 12:00-1:00

V. Continued discussion of questions

VI. Summary Comments

Figure 3

HERO Study Advisory Committee Meeting
May 27, 1981
East Lansing, Michigan

Agenda

I. Review of study process

II. Overview of final report

III. Presentation of results

IV. Discussion of results

Lunch 12:00-1:00

V. Continued discussion of results

VI. Summary comments

Identification of Sites to be Visited

As previously indicated, this study focussed on two of the five HERO Program types; Home Furnishings, Equipment and Services and Institutional Home Management and Support Services. The nine locations visited by the interview teams each had one of these two programs. None of the sites had both programs. The nine sites comprised the entire statewide population of these two HERO Program types. Figure 4 provides a list of the locations visited and the dates of each visitation. In addition, when visiting the focus program at each location, other HERO Program types at the site were also visited.

The primary reason for the selection of these two programs was the small number of sites in the state which had one or the other program. These two programs were suitable for the first year of the study for two reasons. The first is the small number of sites allowed for all sites to be included in the visitation schedule. Secondly, the small number of sites made it feasible to test the processes of the model developed for studying factors which impacted the placement rates of students in various vocational programs.

Two steps occurred prior to each site visitation. The first step was a telephone call to the Vocational Director at each site. The purpose of the telephone call was to provide an overview of the survey purpose, procedures, and the role of each of the sites visited. In addition, the time for the visitations to the site was also established. Each site, with the exception of the two pilot sites, was requested to perform the following in preparation for the site visits.

Figure 4

Site Visitation Schedule

HERO Study

Site	Visitation Date(s)
Delta-Schoolcraft Intermediate School District 810 North Lincoln Road Escanaba, Michigan 49829	November 19, 1980
Sault Area Vocational Center No. 1 Educational Plaza Sault Ste. Marie, MI 49783	November 17, 1980
Mt. Pleasant Senior High School 1155 Elizabeth Mt. Pleasant, Michigan 48858	December 1-2, 1980
Inkster High School 3250 Middlebelt Road Inkster, Michigan 48141	December 8, 1980
Bay Arenac Skill Center 4155 Monitor Road Bay City, Michigan 48706	December 1-4, 1980
Lapeer County Vocational-Technical Center 690 Lake Pleasant Road Attica, Michigan 48412	December 9, 1980
East Beltline Skill Center 1655 East Beltline, NE Grand Rapids, MI 49505	December 8-11, 1980
Jackson Area Career Center 6800 Brown Lake Road Jackson, Michigan 49201	December 1-2, 1980
Lenawee Skill Center 4107 North Adrian Highway Adrian, Michigan 49221	December 2-4, 1980

1. Arrange interviews with
    a. Advisory Committee Members
    b. Placement Director
    c. Program Instructor
    d. Students (approximately 10) currently in each program
    e. Vocational Director

2. Provide telephone numbers for the following individuals for the focus program
    a. Employers of 1978-79 and 1979-80 Program Graduates
    b. 1978-79 and 1979-80 Program Completers
    c. 1978-79 and 1979-80 Program Leavers

Telephone calls were followed-up with a letter reiterating the request. A copy of this letter is provided in Appendix B. Finally, a follow-up telephone call was made approximately one week prior to each site visits.

Interview Process

The interviews were conducted by individuals having expertise in the program areas to which they were assigned. Prior to the site visits, a half day training session was conducted to familiarize the interviewers with the project as well as with the instrumentation to be used. Mock interviews were conducted and interviewers were provided the opportunity to "run through" the interview process in order to determine any potential problems. Packets containing all necessary materials were prepared for each interviewer and then grouped for each program. In addition, the interviewers were provided with self-addressed envelopes to present to the Vocational Director and Placement Director to facilitate the return of demographic information requested during the interview. One interviewer was assigned to each program, resulting in one to four interviewers visiting each site.

The format of the interview process was as follows: All interviewers at a given site met first with the Vocational Director followed by an interview with the Placement Director. Next, each interviewer met with the Program Instructor of the program and with students in that program. Finally, the interviewer met with those members of the Advisory Committee who were available. At the conclusion of the interviews, the interviewers were requested to call the individuals identified on the lists of leavers, completers, and graduates if time allowed. Otherwise, these individuals were contacted by telephone from the offices of Instructional Development and Evaluation Associates, Inc.

The interviews of focus program types were more comprehensive than those of the non-focus program types. Therefore, these interviews were longer in duration. In many instances, the interviewers noted that they were provided with tours of the facilities. In several locations the interview schedule deviated from that listed. In these cases, the interviewer made whatever adjustments were necessary to complete the interviews.

Overview of the Analysis Design and Report of Findings

The analysis design consisted of seven distinct steps. These were:

1. Identification of placement categories to be used.
2. Coding of the interview results from the on-site interviews of the focus program types.
3. Determination of interview variables associated with the placement categories used for each program type.
4. Development of a chart detailing the results of the variable/placement comparison.
5. Cross-comparison of the summarized findings for each focus program type.
6. Summarization of case studies within each of the five program types.
7. Analysis of the mail survey results for the three non-focus program types.

The first step is discussed more fully in the next section of this report titled Placement Categories. Steps 2 and 3 involved first identifying those variables where some variation was noted across the sites. An analysis of these variables with the placement categories identified was then conducted to determine those variables identified with high or low placement for the placement categories identified (Step 3). The results of this analysis were then detailed for each focus program type (Step 4) using a chart format. This summarization is found in the section of this report titled Summary Results of On-Site Visitations.

The fifth step involved a comparison of the major findings across the two focus program types to identify those variables consistently associated with specific high or low placement categories.

The sixth activity involved a summarization of the case studies developed by the on-site visitation teams for each site of the five program types under study. These results are presented in a separate report as indicated earlier.

The seventh and final step involved the analysis of the mail surveys. The purpose of this component was to obtain an indication of variables associated with high and low placement for each of the placement categories used for each of the three nonfocus program types.

Placement Categories

The basis for the analysis of data collected involved the use of placement rate data for the programs at each site visited. The source of the placement rate information was the data generated by the 1978-79 Follow-Up Study of Vocational Education Completers and Leavers conducted by the Michigan Department of Education. A number of different placement rates are calculated for each program based upon the data collected. This study considered six of these placement rates. The placement rates used were:

1. Full-time total
2. Full-time related
3. Full-time unrelated
4. Part-time related
5. Part-time unrelated
6. Unemployed/seeking work/not in school

Figure 5 presents these cateogires and the formulas used for their derivation.

The placement rates resulting from the 1978-79 Follow-Up Study of Completers and Leavers were used to generate a second set of placement rates from which the analysis for this project would be conducted. The set of placement rates generated are shown in Figure 6. The rationale behind the generation of the new set of placement rates was two-fold, and jointly agreed upon by staff from Instructional Development and Evaluation Associates, Inc. and the Michigan Department of Education. As

Figure 5

Michigan Department of Education
Placement Categories

Category	Calculation
Full-time total	$\frac{\text{Full-time total employed}}{\text{Full-time total employed + Part-time total employed}}$
Full-time related	$\frac{\text{Full-time related employed}}{\text{Full-time total employed}}$
Full-time unrelated	$\frac{\text{Full-time unrelated employed}}{\text{Full-time total employed}}$
Part-time related	$\frac{\text{Part-time related employed}}{\text{Part-time total employed}}$
Part-time unrelated	$\frac{\text{Part-time unrelated employed}}{\text{Part-time total employed}}$
Unemployed/seeking work/ not in school (abbreviated unemployed)	$\frac{\text{Individuals Unemployed}}{\text{Individuals Returning Surveys}}$

Figure 6

Instructional Development and Evaluation Associates, Inc.

Placement Categories

Category	Calculation
Full-time total	$\frac{\text{Full-time total employed}}{\text{Full-time total employed + Part-time total employed + Unemployed}}$
Full-time related	$\frac{\text{Full-time related employed}}{\text{Full-time total employed + Part-time total employed + Unemployed}}$
Part-time total	$\frac{\text{Part-time total employed}}{\text{Full-time total employed + Part-time total employed + Unemployed}}$
Part-time related	$\frac{\text{Part-time related employed}}{\text{Full-time total employed + Part-time total employed + Unemployed}}$
Total employment	$\frac{\text{Full-time total employed + Part-time total employed}}{\text{Full-time total employed + Part-time total employed + Unemployed}}$
Not seeking work	$\frac{\text{Individuals returning surveys - Individuals available for work}}{\text{Individuals returning surveys}}$

a review of Figures 5 and 6 reveals, the major difference in the formulas used to calculate the placement rates is the consistency of the denominators in Figure 6. Those placement rates calculated by Instructional Development and Evaluation Associates, Inc. utilize a denominator comprised of all individuals available for work who returned survey. The one exception to this is the formula for the calculation of the percent of individuals not seeking work. Those placement rates calculated by the Michigan Department of Education on the other hand use a variety of different denominators. Secondly, the placement rates calculated by Instructional Development and Evaluation Associates, Inc. include a total employment category not found in the Michigan Department of Education placement rates.

Instructional Development and Evaluation Associates, Inc. believed the utilization of a denominator representing all individuals available for work would provide a more valid picture of the placement of graduates across the various placement categories. The common denominator would allow for this comparison across placement rates. The addition of the total employment placement category provided an overall assessment as to the success of these programs in terms of placing a graduate in a job without regard to whether the placement was full-time, part-time, related or unrelated.

Further discussions with staff from the Michigan Department of Education narrowed the use of the placement definitions in the analysis procedures to two definitions; total employment and full-time related. These two types of placements were of prime importance in relation to the overall goals of the HERO Programs under study. Thus, the findings section of this report consists of findings related to the total employment and full-time related categories. Instructional Development and Evaluation Associates, Inc. did, however, analyze the data using all definitions of placement. These findings are available in the Project Director's office.

Figure 7

Locations of Focus Program Types

Institutional Home Management

Bay-Arenac Skill Center

East Beltline Skill Center

Jackson Area Career Center

Lenawee Skill Center

Lapeer County Vocational-Technical Center

Home Furnishings, Equipment and Services

Delta-Schoolcraft Intermediate School District

Inkster High School*

Mt. Pleasant Senior High School

Sault Area Vocational Center

*Only limited data were available from this site.

Findings

A. Result of On-Site Visitations

The information presented in this section of the report is based upon an indepth analysis of the data resulting from the on-site visitations to each of the five locations for the Institutional Home Management Program type and the four locations for the Home Furnishings, Equipment and Services Program type. It should be noted, however, that the analysis for the Home Furnishings, Equipment and Services Program was based on three locations as only very limited data were available from one of the locations. Figure 7 provides a list of sites visited for each of these program types.

The analysis of the data collected from the on-site visitations involved the identification of variables absent or present at the high placement site for one or both placement categories and the opposite at the low placement site. Although this is not an inferential procedure, to determine causality, it does provide for the identification of variables associated with higher or lower placement within the two focus program types. Given the small sample size, this was the most appropriate procedure to use.

Findings are presented on two levels. The first level includes those findings found across both program types in the same placement category(s). The second level involves those findings across both placement categories within each of the program types is presented.

Each finding is presented in a similar format. At the top of the page the program type(s) to which the finding pertains is listed. Directly beneath the program type is the placement categories from which the finding was generated. The variable of interest is listed next followed by a definition of the variable, the source(s) of information for the finding, a statement of the finding, and finally a brief discussion of the findings and implications of the findings is presented. Findings pertaining to only one of the placement categories in the Institutional Home Management Program are presented in Appendix C. Findings pertaining to only one of the placement rates for the Home Furnishings Equipment and Services Program are presented in Appendix D.

An area of investigation within each program type was the cost and ease of implementation for the variables associated with high placement locations across the two placement categories. Based upon information provided by the on-site visitation teams from the interviews conducted, it was apparent that the cost and ease of implementation for a specific variable differed for each site visited due to circumstances specific to each site. As a result of this, across the board findings relative to the cost and ease of implementation for a specific variable cannot be made. These factors should, however, be considered in the decision-making process relative to the two focus program types under study.

It should be emphasized that the respondents answered the interview questions based upon their program as it existed during 1978-79 as this was the most recent placement data available. This insured a valid comparison of placement categories to responses obtained. The results are presented separately for the Institutional Home Management Program type and the Home Furnishings, Equipment and Services Program type.

In reviewing the findings it should be remembered that the data were collected from a small number of sites. The analysis is based on three sites for the Home Furnishings Equipment and Services Program type and four sites for the Institutional Home Management Program which includes all of these program locations in Michigan. Comparisons, therefore, between sites with high and low placement rates are rather limited. There is no way to determine if the variable is related to placement or a factor of the uniqueness of the site. The analysis across program types will tend to reduce the problem of confounding but it must still be considered limiting. As a major thrust of this year's effort was to establish a model, the process and analysis are quite worthwhile. It is hoped that future program studies can focus upon programs which are at more sites. In defense of the small population, it allowed the contractor to discover in depth those variables which comprise the programs and describe in detail (using a case study methodology) the delivery systems existing.

One final note is that these findings present variables associated with high or low placement rates. Causal linkage between variables and high or low placement rates have not been established as a result of this study. Users of these findings should remain cognizant of this fact while reviewing the findings as tools for program improvement.

The first five findings presented were found across both program types. The next 13 findings pertain only to the Home Furnishings, Equipment and Services Program type. The Institutional Home Management Program did not have any findings across both program types. Therefore, there are not any additional findings across both placement definitions for the Institutional Home Management Program.

Home Furnishings, Equipment and Services
Institutional Home Management

Full-Time Related/Total Employment

Variable

Use of follow-up data.

Definition of the Variable

A number of potential uses for follow-up data were identified. These included program modification, job development, recruitment, program planning, and program evaluation.

Source of Information

Vocational Director, Instructor

Findings

At the high placement location, across both program types, job development was identified as a use for follow-up data. Follow-up data were not used for this purpose at the low placement locations.

Discussion and Implications

Job development is an important factor to successful placement of students. As this finding indicates, it is associated with high placement in terms of full-time related and total employment placement definitions. Based upon this finding, those sites not using follow-up data for job development should consider using follow-up data for this purpose. If necessary, inservice training in this area should be developed and provided to these sites.

Home Furnishings, Equipment and Services
Institutional Home Management

Full-Time Related/Total Employment

Variable

Individuals most often finding placement for program graduates.

Definition of the Variable

This variable identified the individual(s) most commonly finding placement for program graduates. The options presented included: the student, teachers of the program, guidance personnel, and friends/relatives.

Source of Information

Vocational Director

Findings

Across both program types at the high placement locations the student was identified as an individual most commonly finding placement for program graduates.

Discussion and Implications

The implication of this finding is that if students are the individual most commonly finding placement for themselves, it is imperative that students receive the employability skills necessary to obtain a job in a competitive job market. In addition, ways in which other staff might work with the student in securing a job should be investigated.

Home Furnishings, Equipment and Services
Institutional Home Management

Full-Time Related

Variable

Target audiences for promotional activities.

Definition of the Variable

A number of potential target audiences for promotion of both program types were identified. These included: student, teachers, parents, community members, guidance staff, and school administration.

Source of Information

Vocational Director

Findings

Across both program types, at the high placement sites, guidance staff were identified as a target audience of promotional activities. This was not true at the low placement site.

Discussion and Implications

The role of the guidance counselor is primarily to assist students in making the best career choice given the students interests and abilities. The better informed a guidance counselor is about specific careers and programs, the better the counselor is able to assist the student in making the wisest career choice. This finding may be a result of students with abilities and interests suited to these programs receiving counseling to enter the programs. This might then result in better qualified students entering the job market. The implication of this finding is that at sites not promoting the programs to guidance counselors, such informational promotions should be considered.

Home Furnishings, Equipment and Services
Institutional Home Management

Full-Time Related

Variable

Length of the program.

Definition of the Variable

This variable differentiated programs one year in length from programs two years in length.

Source of Information

Instructor

Findings

At the locations having high full-time related placement across both program types, the length of the program was one year. At the sites having low full-time related placement the program was two years in length.

Discussion and Implications

Implications from this finding will not be made until further study concerning this finding is conducted. One potential explanation for this finding is that instructors having a one year program with an optional second year may have incorrectly identified their program as a two year program. This concern will be clarified during the second year of this project.

Home Furnishings, Equipment and Services
Institutional Home Management
Total Employment

Variable

Program components.

Definition of the Variable

Individuals interviewed were asked to identify the instructi components of their program. A list of components was presented. The components listed were: lab, paid work experience, unpaid wo experience, job shadowing, co-op, lecture, audio-visual presentat and guest lecturers.

Source of Information

Instructors

Findings

Across both program types job shadowing was identified as ab at the high total employment location and present at the low tota employment location.

Discussion and Implications

The absence of job shadowing may not be the key element of t finding in and by itself. One possible explanation of this findi is that at the high placement locations job shadowing was not use in lieu of some other instructional method. The reverse explanation would be that job shadowing at the low placement locations w taking time away from other essential curriculum components. Further study is necessary before the specific cause of this finding may be determined.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Job placement services available.

Definition of the Variable

This variable encompassed a number of potential job placement services which could be offered to students. The individuals interviewed identified the job placement services available to students at their site. The options presented included: information on where to look for a job, information on what to say in a job seeking phone call, information on proper job interview etiquette, information on how to follow-up an interview, information on what factors to consider in deciding whether to accept a job offer, information on employers in the area, list of part-time job opportunities, list of full-time job opportunities, vocational interest screening, and vocational skills testing.

Source of Information

Placement Director, Students

Findings

The Placement Director at the location having high placement indicated that vocational interest screening was available through the placement office. At the location having low placement, the Placement Director did not identify vocational interest screening as a service available to students. Students at the high placement location identified information on where to look for a job and factors to consider in deciding whether to accept a job offer as two services available to them. This was not true at the low placement location.

Discussion and Implications

Other findings have indicated vocational interest screening was associated with higher placement rates. This service should be examined by sites having lower placement rates to determine the benefits of providing this service. The two services identified by students as available at the high placement location to determine the cost and benefits of providing these services to students.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Use of established program review procedures.

Definition of the Variable

Three uses of program review procedures were identified. Individuals interviewed were asked to indicate the uses of their program review procedures. Three options were presented: meet reporting requirements, reassess the applicability of the program, and evaluate the program.

Source of Information

Vocational Director

Findings

The Vocational Director at the location having high placement rates in these two categories indicated the primary purpose of the program review procedures was to reassess the applicability of the program. This was not identified as a primary purpose of the program review procedures by the Vocational Director at the location having the low placement rates.

Discussion and Implications

This finding provides evidence that programs should be reassessed to determine their applicability to jobs currently available. Reassessment of programs on a regular schedule would provide some measure of assurance that students graduating from the program will have the job skills necessary to successfully seek employment. Programs not currently utilizing program review procedures or some other procedure for reassessing the applicability of their program should consider institutionalization of such procedures.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Priority of vocational education.

Definition of the Variable

This variable was used to assess the degree to which vocational education was a priority in the school districts serviced by the Home Furnishings, Equipment and Services Program.

Source of Information

Vocational Director

Findings

At the location having high placement in these two placement categories, it was indicated that the vocational education was a priority in the school districts serviced by the Home Furnishings, Equipment and Services Program. Vocational education was not considered a priority in the school districts serviced by the Home Furnishings, Equipment and Services Program having the low placement rates.

Discussion and Implications

This finding is supporting of the general notion that a program that has district support is more likely to succeed in a program which does not. The implication of this finding is that pormotional activities or inservices should be conducted to promote support of the program.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Coordination of efforts in the placement of special needs students by the placement staff and special education staff.

Definition of the Variable

This question was asked to assess whether or not special education staff and placement services staff coordinated efforts in the placement of the special population students.

Source of Information

Vocational Director

Findings

The Vocational Director at the high placement location for these two categories indicated that special education and placement staff coordinated efforts in the placement of special needs students. This coordination did not occur at the location having the low placement rates for these two placement categories.

Discussion and Implications

Special needs students often require not only specialized instruction but assistance in job placement as well. This finding is reflective of such a need. The implication of this finding is that locations at which such coordination of efforts does not take place may want to consider the fostering of activities designed to enhance the cooperation.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Program components.

Definition of the Variable

Instructors were asked to identify the components of their Home Furnishings, Equipment and Services Program. A list of program components was presented and each instructor was asked to indicate whether or not the component was part of their instructional program. The components identified were: lab, paid work experience, unpaid work experience, job shadowing, co-op, lecture, audio visual presentations, and guest lecturers.

Source of Information

Instructor

Findings

At the location having high placement in these two placement categories, the instructor indicated job shadowing was not a component of the program. At the location having low placement, job shadowing was a component of the program.

Discussion and Implications

This finding will be investigated further in the coming year's study. There is some question as to why the absence of job shadowing would result in higher placement rates. One potential explanation might be that in the location having low placement, job shadowing was the only source of exposure to actual work in the Home Furnishings, Equipment and Services Program while at the high placement location sources of exposure other than job shadowing sere used. If this is the case there might be some reason that job shadowing provides students in the program a negative view of work in the occupation. Another possible explanation might be that work experience is being used in leiu of some other more important instructional component. Thus these students at the location having low placement might be lacking in some skill or knowledge not taught because the job shadowing component was used instead. These two explanations, however, are speculative in nature as data specific to these concerns were not collected during the first year of the study.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Placement services available for special populations.

Definition of the Variable

This variable was used to determine if special placement services were available for the handicapped, disadvantaged, minorities, or limited English proficiency students. Such services would meet the unique placement needs of each group.

Source of Information

Placement Director

Findings

The Placement Director at the location having high placement indicated that special placement services were available for minorities. These services were not available at the location having low placement.

Discussion and Implications

This finding may indicate that minority students have unique needs relative to job placement. In areas with high proportions of minority students the provision of these services may have a positive impact on placement rates. The needs of minority students relative to placement activities should be investigated to determine ways in which minority students may be assisted in placement.

Home Furnishings, Equipment and Services
Full-Time Related/ Total Employment

Variable

Factors perceived to impact the placement rates of students.

Definition of the Variable

A number of different factors which could impact the placement rates of students were presented. The individuals interviewed were asked if they perceived each factor to impact the placement rates of students. The factors presented were: the unemployment situation in the area, the program's contact with the community, a student's exposure to the business world, attitude of placement personnel toward the program, availability of release time for the program instructor to make community contacts, student certification, and the amount of "hands-on" experience during the program.

Source of Information

Placement Director

Findings

The Placement Director at the location having high placement identified three factors considered to impact the placement rates of students. These were attitude of placement personnel toward the program, student certification, and availability of release time for program instructors to make community contacts. The Placement Director at the site having low placement did not identify these as factors perceived to impact the placement rates of students.

Discussion and Implications

One factor identified was the availability of release time for program instructors to make community contacts. The theme of contact with the business/industrial community is recurring. Sites having lower placement rates, as well as those wishing to improve current placement rates, should examine the opportunity for such contact in their area. The other two factors may have implications for inservice activities in the instance of attitude of placement personnel or student certification requirements in the instance of the student certification factor.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Individuals with whom students had assistance in planning post-graduation activities.

Definition of the Variable

Students were asked to indicate the individual(s) with whom they had started to plan their activities for after graduation from the program. Several options were presented to students. These were: guidance counselors, teachers, friends, family members, or no one (student provided own guidance).

Source of Information

Students

Findings

The students from the location having high placement indicated they had assistance in planning their post graduation activities from both guidance counselors and teachers. At the location having low placement, students did not identify these two individuals as providing assistance in planning post graduation activities.

Discussion and Implications

This finding may indicate that guidance counslors and teachers should receive training in providing students with guidance relative to their activities after graduating from the Home Furnishings, Equipment and Services Program. Secondly, students should be made aware that these individuals would be helpful to them in planning their post graduation activities.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Source of information about the Home Furnishings, Equipment and Services Program.

Definition of the Variable

This variable collected data concerning the method by which students gained knowledge of the Home Furnishings, Equipment and Services Program. Four methods were presented to students. These were: through guidance staff, through school district teaching staff, bulletin boards, and through assemblies at which HERO program staff made a presentation. Students identified one of these four methods as the way in which they learned of the Home Furnishings, Equipment and Services Program.

Source of Information

Students

Findings

The students at the location having high placement indicated they did not find out about the Home Furnishings, Equipment and Services Program through school district teaching staff. At the location having low placement, however, school district teaching staff was a source that students received information about the Home Furnishings, Equipment and Services Program.

Discussion and Implications

This finding may indicate school district teaching staff need better information about the program. The association of school district teaching staff being the source of information about the Home Furnishings, Equipment and Services Program and the lower placement rates may indicate the information received by students from school district teaching staff was inadequate and resulted in selecting a program to which they were not completely suited resulting in lower placement.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Role of the advisory committee.

Definition of the Variable

A number of potential roles of the program advisory committee were identified. The individuals interviewed were asked to indicate which of the roles the advisory committee fulfilled. The roles identified included: advise program on current job needs, advise program on the relevance of causes being offered to current job needs, help the program in developing its program application for submission to the state, advise the program in developing its plans for vocational education, review ongoing programs, and review new programs.

Source of Information

Advisory Committee

Findings

The advisory committee at the location having high placement indicated two of their roles were to help the program in developing its submission to the state and to review ongoing programs. The advisory committee from the location having low placement did not identify these as roles of their advisory committee.

Discussion and Implications

The importance of this finding lies in the review function fulfilled by the advisory committee both in the preparation of the submission to the state and for ongoing programs. Since this review function is associated with higher placement, locations at which the advisory committee does not fulfill this role may want to consider involving the advisory committee in these activities.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Length of the program.

Definition of the Variable

This variable differentiated programs one year in length from programs two years in length.

Source of Information

Instructor

Findings

At the location having high placement in both placement categories, the Home Furnishings, Equipment and Services Program was one year in length. At the location having low placement, the program was two years in length.

Discussion and Implications

Conclusions relative to this finding cannot be reached at this time. Based upon the responses obtained to this question it appears likely that instructors may have considered programs a two year program even if the second year was optional. This finding will be clarified during the second year of the study.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Individuals most often finding placement for program graduates.

Definition of the Variable

This variable identified the individual(s) most commonly finding placement for program graduates. The options presented included: the student, teachers of the program, guidance personnel, and friends/relatives.

Source of Information

Vocational Directors

Findings

The Vocational Director at the site having high placement in both placement categories indicated four individuals commonly found placement for students graduating from the Home Furnishings, Equipment and Services Program. These were job placement specialists, guidance personnel, the student, and friends/relatives. These individuals were not identified as commonly finding placement for students graduating from the program at the site having low placement in these categories.

Discussion and Implications

This finding indicates that the individuals identified might be key to the successful placement of students. At sites having lower placement consideration may be given to providing assistance to these groups so that they may better assist the students in obtaining placement.

Home Furnishings, Equipment and Services
Full-Time Related/Total Employment

Variable

Use of follow-up data.

Definition of the Variable

A number of potential uses for follow-up data were identified. These included program modification, job development, recruitment, program planning, and program evaluation. The individuals interviewed were asked if their site was using follow-up data for these purposes.

Source of Information

Vocational Director

Findings

The Vocational Director at the location having high placement in these two categories indicated that follow-up data were used for program modification, job development, recruiting, program planning, and program evaluation. The Vocational Director at the location having low placement did not identify these as uses of follow-up data.

Discussion and Implications

This finding reflects the importance of using follow-up data in program decision making. Follow-up data need not be used for all these purposes. The use of follow-up data for one or more of these purposes may have a positive impact on the placement of program graduates. Programs not using follow-up data for these purposes may want to consider using follow-up data for these purposes.

B. Mail Survey Results

Through discussions with the project officer, it was determined that there would be value in obtaining information from the three HERO Programs which were not the major thrust of this years efforts. The information obtained could be used in two ways. First, as a basis for determining variables for these three program types which are related to higher placements. Second, the information would be useful in decision making regarding the determination of factors which are to be included in the second year of the study when site visitations are made. The analysis on these data were to be conducted with six placement definitions. A three pronged analysis procedure was to be used. The first analysis included canonical correlations, multiple regressions and discriminant analyses. As might be expected, this was quite a complicated analytical process. Nevertheless, it was completed as stated. In reviewing the results, however, it was determined that the most useful information would be obtained through multiple regressions focussing upon two placement definitions. These definitions were full-time total and full-time related. In both instances, the Michigan Department of Education placement rates were utilized. These two placement definitions were used as they closely paralleled the definitions used in the on-site visitation analyses.

Description of the Analysis Process

Two often faced problems when utilizing multiple regression to describe relationships among variables are multicolinearity and large numbers of predictors with small numbers of subjects.

Multicolinearity occurs when variables which account for variation in the dependent variable correlated highly with each other. The high degree of intercorrelation between these variables limits the completion of the statistical solution. To avoid these two problems, the following process was identified and used:

1. Identify all predictors which correlated at least at .10 with each placement definition.
2. If the variable correlates at least .90 with any other variable. (Retain predictor that correlates higher with respective placement definition.) Repeat Step 2.
3. Process through a multiple (stepwise) regression program to retain a set of best predictors.
4. If unique regression estimates have not been obtained, eliminate predictors that intercorrelate at least .60 with another predictor. Repeat Step 2.
5. If unique regression estimates have not been obtained, select predictors that correlate at .20 with the respective placement definition (criterion). Repeat Step 3.
6. To obtain results for the greatest number of respondents, do not include in the analysis conditional items or items with a high percentage of missing responses.

The above procedures were followed in the analysis of returns from three populations studied; vocational directors, placement directors, and vocational instructors.

The results of the analyses are reported separately for each group of respondents.

Results for Placement Directors

Sixty-one placement directors responded to the survey.

The survey instrument consisted of ten questions which were coded into 27 separate items (independent variables). Two items with a high percentage of missing responses were not included in the analysis.

Regression Analysis: Full-Time Total Placement

Nine items had an absolute correlation greater than .10 with full-time total placement rate.

Table 1 presents the results of this regression analysis. It may be seen that the items in the equation accounted for 17% of the variance in full-time total placement rate; the overall equation f-values was significant at the .05 alpha level (F=3.005; df=6, 54).

The six items which were maintained are listed in order of their stepwise inclusion in the equation.

Regression Analysis: Full-Time Related Placement

Table 2 presents the results of this regression analysis. It may be seen that the items in the equation accounted for 15% of the variance in full-time related placement rate; the overall equation f-values was significant at the .05 alpha level (F=4.567; df=3, 57).

The three items included in the analysis are listed in the order of their stepwise inclusion in the equation.

Results for Vocational Education Director

Seventy-two vocational education directors responded to the survey.

Table 1

Results of Regression Analysis for Placement Directors
Full-Time Total Placement

Regression Statistics

Multiple R = 0.500
R^2 = 0.250
Adjusted R^2 = 0.167
Standard Error = 27.546

Analysis of Variance

	dF	SS	MS	F
Reg:	6	13682.5	2280.4	3.005
Res:	54	40974.5	758.8	

Items in the Equation

1. Job placement services are available to HERO students.

2. Job placement services available to HERO students include information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, etc.).

3. Job placement services available to HERO students do not include information on employers in the area.

4. Students graduating from the HERO Program are given a certificate listing the competencies they mastered.

5. Job placement services available to HERO students include a list of full-time job opportunities.

6. Job placement services available to HERO students do not include vocational skill testing.

Table 2

Results of Regression Analysis for Placement Directors Full-Time Related Placement

Regression Statistics

Multiple R =	0.440
R^2 =	0.194
Adjusted R^2 =	0.151
Standard Error =	27.508

Analysis of Variance

	dF	SS	MS	F
Reg:	3	10368.2	3456.1	4.567
Res:	57	43132.8	756.7	

Items in the Equation

1. Special placement services are not available for handicapped students.
2. The quality of students (in terms of skill level) coming from the HERO Program is higher than students from other wage-earning vocational programs.
3. Job placement services available to HERO students do not include vocational skill testing.

The survey instrument consisted of 12 questions which were coded into 38 separate items (independent variables). One item with a high percentage of missing responses was not included in the analysis.

Regression Analysis: Full-Time Total Placement

Eighteen items had an absolute correlation greater than .10 with full-time total placement rate.

Table 3 presents the results of this regression analysis. It may be seen that the items in the equation accounted for 26% of the variance in full-time total placement rate; the overall f-value was significant at the .05 alpha level ($F=4.636$, $p<.05$; $df=7, 64$).

The seven items are listed in the order of their stepwise inclusion in the regression equation.

Regression Analysis: Full-Time Related Placement

Seventeen items had an absolute correlation greater than .10 with full-time related placement rate.

Table 4 presents the results of the regression analysis. It may be seen that the items in the equation accounted for 27% of the variance in full-time related placement rate; the overall equation f-value was significant at the .05 alpha level ($F=4.768$; $df=7, 64$).

The seven items are listed in the order of their stepwise inclusion in the equation.

Table 3

Results for Regression Analysis for Vocational Directors Full-Time Total Placement

Regression Statistics

Multiple R = 0.580

R^2 = 0.336

Adjusted R^2 = 0.264

Standard Error = 25.028

Analysis of Variance

	dF	SS	MS	F
Reg:	7	20329.7	2904.2	4.636
Res:	64	40090.0	626.4	

Items in the Equation

1. A co-op related class either is not offered or is not part of the HERO Program.
2. Job placement services available to students include information on what factors to consider in deciding whether to accept an offer.
3. Student follow-up data is used for complying with reporting requirements.
4. Job placement services available to students do not include a list of part-time job opportunities.
5. Guidance personnel are among the individuals who most often find placement for students graduating from the HERO Program.
6. Student follow-up data are used for recruiting.
7. The general philosophy in the area relative to the purpose of vocational education includes the transmission of appropriate work ethics and values.

Table 4

Results of Regression Analyses for Vocational Directors Full-Time Related Placement

Regression Statistics

Multiple R =	0.585
R^2 =	0.343
Adjusted R^2 =	0.271
Standard Error =	27.873

Analysis of Variance

	dF	SS	MS	F
Reg:	7	25930.79	3704.40	4.768
Res:	64	49720.09	776.88	

Items in the Equation

1. Program staff do not work jointly with special education staff to deliver services to the special population.
2. Job placement services available to students include information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, etc.).
3. Job placement services available to students do not include information on where to look for a job.
4. The attitude of job placement personnel toward the HERO Program are positive or very positive.
5. A co-op related class either is not offered or is not part of the HERO Program.
6. Student follow-up data is used for developing jobs.
7. Job placement services available to students do not include a list of part-time job opportunities.

Results for Vocational Education Instructors

Eighty vocational education instructors responded to the survey.

The survey instrument consisted of 17 questions which were coded into 60 separate items (independent variables). Five conditional items were not included in the analysis.

Regression Analysis: Full-Time Total Placement

Twenty-four items had an absolute correlation greater than .10 with full-time total placement rate.

Table 5 presents the results of this regression analysis. It may be seen that the items in the equation accounted for 37% of the variance in full-time total placement; the overall equation f-value was significant at the .05 alpha level (F=3.696; df=17, 62).

The seventeen items are listed in order of stepwise inclusion in the equation.

Regression Analysis: Full-Time Related Placement

Nineteen items had an absolute correlation greater than .10 with full-time related placement rate.

Table 6 presents the results of this regression analysis. It may be seen that the items in the equation accounted for 24% of the variance in full-time related placement; the overall equation f-value was significant at the .05 alpha level (F=4.070; df=8, 71).

The eight items are listed in order of their stepwise inclusion in the equation.

Table 5

Results of Regression Analysis for Vocational Education Instructors Full-Time Total Placement

Regression Statistics

Multiple R = 0.709
R^2 = 0.503
Adjusted R^2 = 0.367
Standard Error = 24.773

Analysis of Variance

	dF	SS	MS	F
Reg:	17	38555.7	2268.0	3.696
Res:	62	38048.1	613.7	

Items in the Equation

1. There is a relatively high percentage of handicapped students in the program.
2. The general philosophy in the program relative to the purpose for vocational education includes providing students with skills.
3. The roles that the Advisory Committee fulfill do not include a review of on-going programs.
4. No co-op program is available.
5. Job placement services available to students do not include information on what to put in a resume and cover letter.
6. Special placement services are available for limited English speaking students.
7. The instructor of the program is one of the individuals who most often finds placement for students graduating from the HERO Program.
8. The general philosophy in the area relative to the purpose for vocational education includes the transmission of appropriate work ethics and values.
9. The curriculum for the program was not developed using Michigan Minimum Performance Objectives.
10. Friends or relatives are among the individuals who most often find placement for students graduating from the HERO Program.
11. Job placement services available to students do not include vocational skill testing.
12. Job placement services available to students do not include vocational interest screening.
13. The instructor is not provided with release time to make community contacts which might lead to jobs for students in the program.

Table 5 Continued

14. The length of the program is two years.

15. Paid work experience is not a component of the program.

16. Job placement services available to students do not include a list of full-time job opportunities.

17. Job shadowing is not a component of the program.

Table 6

Results for Regression Analysis for Vocational Education Instructors Full-Time Related Placement

Regression Statistics

Multiple R = 0.561

R^2 = 0.314

Adjusted R^2 = 0.237

Standard Error = 30.430

Analysis of Variance

	dF	SS	MS	F
Reg:	8	30148.4	3768.6	4.070
Res:	71	65744.0	926.0	

Items in the Equation

1. No co-op program is available.

2. Job placement services available to students do not include a list of full-time job opportunities.

3. The curriculum for the program was developed using an existing curriculum from another source.

4. Friends or relatives are among the individuals who most often find placement for students graduating from the HERO Program.

5. The total amount of contact time per week a student has in the program is 550 minutes or more.

6. Job placement services available to students do not include vocational skill testing.

7. The general philosophy in the area relative to the purpose for vocational education includes providing students with skills.

8. Special placement services are not available for handicapped students.

Recommendations

Based upon the information presented in this report and the experiences of Instructional Development and Evaluation Associates, Inc. during this project six recommendations are made.

1. In part, the purpose of this project was to pilot test a model designed to collect information relative to the Home Economics Related Occupations Programs. Based on the use of the model developed this year the pilot test was successful in terms of being workable in the field, providing the information needed to conduct the study, and describing the delivery systems used. Therefore, it is recommended that this model be used again next year for some or all of the remaining program types.

2. Two changes in the model are recommended. The first relates to the availability of student follow-up information. The current time lag between student program completion and follow-up needs to be reduced for those programs under study. This could be accomplished through a telephone survey to program graduates at an earlier date than normally scheduled for the annual Follow-Up Study of Completers and Leavers. This would eliminate potential discrepancies between the characteristics of the program under study and the follow-up data available.

   The second change recommended is that next year information relating to the cost and ease of implementation of the variables under study be collected as part of the model. Such information would be of value to those decision-makers using the results of this study.

3. Based upon discussions with individuals in the field, it is recommended that the placement definitions and categories used by the Michigan Department of Education be clarified and reviewed. This review should involve practitioners in the field as well as Michigan Department of Education staff.

4. Based upon discussions with individuals in the field, it is recommended that the opportunity be provided for individuals involved in the HERO Programs to meet annually to exchange ideas and current practices.

5. It is recommended that next year, the number of variables studied be reduced. Those variables studied should be those which this year exhibited variability across sites.

6. Finally, it is recommended that practitioners from the two focus program types, Home Furnishings, Equipment and Service and Institutional Home Management review these findings to determine how they might use the results of this study. Further, those focus program type sites interested should implement program modifications based upon these findings and the resulting impact on placement rates at the site should be monitored.

APPENDICES

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APPENDIX A

Instrumentation

HERO Interview Questions: Graduates

1. What year did you graduate?
_____ June 1979
_____ June 1980

2a. Did you explore different career options before you entered the ________________ Program?
_____ Yes
_____ No

If yes, with whom?
_____ guidance counselor
_____ teacher
_____ friend
_____ family member
_____ other (who?) ____
_____ no one - I did it on my own

2b. Who helped you the most in your decision to be part of the ____________________ Program?
_____ guidance counselor
_____ teacher
_____ friend
_____ family member
_____ no one - I decided myself

2c. While in the program did you start a plan for what you would do after you graduated from the program?
_____ Yes
_____ No

If yes, who has helped you with the plan?
_____ guidance counselor
_____ teacher
_____ friend
_____ family member
_____ other (who?) ____
_____ no one - I did it on my own

3. Did you graduate from more than one vocational program

_____ Yes ———— If yes go to 3a, 3b

_____ No ———— If no go to 4

3a. If yes, which of the two programs you graduated from was the last one?

____

3b. If you were able to find a job after graduation was it related to your first or second program?

_____ 1st

_____ 2nd

_____ was unable to find a job

_____ was not related to either

4. Were you able to find a job after you graduated?

_____ Yes

_____ No

4a. If yes, was it related to the program you graduated from?

_____ Yes ———— If yes to to 4a1, 4a3

_____ No ———— If no go to 5

4a1. Do you feel the training you received in the program was what you needed for your job?

_____ Yes

_____ No

If no, why

4a2. Was the equipment used in your training appropriate for your job?

_____ Yes

_____ No

4a3. Were you able to properly operate the equipment you used when you began employment?

_____ Yes

_____ No

5. Which of the following individuals most often help students graduating from the HERO Program find a job?

_____ a job placement specialist
_____ the student
_____ teachers at the program
_____ guidance personnel
_____ friends or relatives
_____ other (specify) ____

6. Overall, how would you rate the placement services provided to students?

_____ excellent
_____ good
_____ fair
_____ poor
_____ very poor

7. Have you made use of the placement service since you graduated?

_____ Yes
_____ No

8. What was the best feature of the program?

9. What was the worst feature of the program?

10. How could the program be improved?

11. During your program did you participate in a paid work experience job?

_____ Yes
_____ No

If yes, did you get a job offer from your paid work experience?

_____ Yes
_____ No

12. During your program did you participate in a non-paid work experience?

_____ Yes
_____ No

If yes, did you get a job offer from your non-paid work experience?

_____ Yes
_____ No

13. Are you self employed?

_____ Yes —— If yes go to end statement
_____ No —— If no go to 14

14. Relative to other individuals which work where you do, did you begin:

_____ at a lower level than them
_____ at a middle level than them
_____ at a higher level than them

That is all the questions we have. Thank you for your time!

HERO Interview Questions: Student Leavers

1. Why did you decide to leave the program?

_____ did not like the program

_____ felt there would be too much pressure in the job

_____ did not like the job

_____ other (specify) ____

2. What was the best feature of the program?

3. What was the worst feature of the program?

4. How would you improve the program?

HERO Interview Questions: Students

1. How would you rate the attitudes of job placement personnel (if applicable) toward the HERO Programs?

_____ Very Favorable - believe the programs product highly skilled individuals

_____ Favorable - believe the programs produce individuals capable of functioning in the job for which they have been trained

_____ Unfavorable - believe individuals produced by the program will need some additional on-the-job training

_____ Very Unfavorable - believe individuals produced by the program are not capable of performing the job for which they have been trained

2. How would you rate the attitudes of all teachers toward the HERO Program?

_____ Very Favorable - they believe the program is worthwhile and often recommend it to students

_____ Favorable - they believe the program has merit but do not always recommend it to students

_____ Unfavorable - they have some concerns about the program and hesitate to recommend it to students

_____ Very Unfavorable - they have serious objections to the program and will not recommend it to students

3. How would you rate the attitudes of students not in wage-earning vocational programs toward the students who are in the program?

_____ Very Favorable - they think highly of the students in the program and believe they have made a wise choice

_____ Favorable - they think the students have made a good choice

_____ Unfavorable - they think students are in the program because they can't do well enough in school to go to college

_____ Very Unfavorable - they think the program has been designed for students who are "lost causes"

4. How would you rate the attitudes of the students in the program toward the program?

_____ Very Favorable - students believe this is the best decision they could have made

_____ Favorable - students believe the program will be useful to them

_____ Unfavorable - students do not think the program is so great but it's better than being in school

_____ Very Favorable - students wish they had never become involved in the program

5. How would you rate the attitudes of the high school guidance staff toward the program?

_____ Very Favorable - they believe the program is worthwhile and often recommend it to students

_____ Favorable - they believe the program has merit but do not always recommend it to students

_____ Unfavorable - they have some concerns about the program and hesitate to recommend it to students

_____ Very Unfavorable - they have serious objections to the program and will not recommend it to students

6. How would you rate the attitudes of the special education staff of the public schools toward the program?

_____ Very Favorable - they believe the program has significant benefits to the special education population

_____ Favorable - they believe the program has some benefits to the special education population

_____ Unfavorable - they believe that although the special education students participate in the program they do not benefit from it

_____ Very Unfavorable - they believe the program is detrimental to the special education population

7a. Did you explore different career options before you entered this program?

_____ Yes

_____ No

If yes, with whom?

_____ guidance counselor

_____ teacher

_____ friend

_____ family member

_____ other (who?) ____

_____ no one - I did it on my own

7b. Who helped you the most in your decision to be part of this program?

_____ guidance counselor

_____ teacher

_____ friend

_____ family member

_____ other (who?) ____

_____ no one- I decided myself

7c. Have you started to plan what you will do after you graduate from the program?

_____ Yes

_____ No

If yes, who has helped you in the planning process?

_____ guidance counselor

_____ teacher

_____ friend

_____ family member

_____ other (who?) ____

_____ no one - I did it on my own

8. Do you feel students who are not handicapped or disadvantaged accept those students in the program who are?

_____ Yes

_____ No

If no, explain what effect this has.

9. Do students receive vocational/career guidance during their HERO Program?

_____ Yes

_____ No

_____ Not Sure

10. Are job placement services provided to students?

_____ Yes

_____ No

11. If yes, are the following job placement services available to your students?

_____ Information on where to look for a job.

_____ Information on what to put in a resume and cover letter.

_____ Information on what to say in a job seeking phone call.

_____ Information on proper job interview etiquette.

_____ Information on how to follow-up an interview.

_____ Information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement etc.).

List continued on next page.

11. Continued

_____ Information on employers in the area.

_____ List of part-time job opportunities.

_____ List of full-time job opportunities

_____ Vocational interest screening.

_____ Vocational skill testing.

12. To what extent is the job placement service utilized?

_____ 0 - 25% of students use it

_____ 26 - 50% of the students use it

_____ 51 - 75% of the students use it

_____ 76 - 100% of the students use it

13. Which of the following groups receive inservice in the use of the placement service?

_____ students

_____ non-program teaching staff

_____ program teaching staff

_____ administrators

_____ other (specify) ______________________________

_____ inservice is not provided

14. Which of the following individuals most often find placement for students graduating from the HERO Program?

_____ a job placement specialist

_____ the student

_____ teachers at the program

_____ guidance personnel

_____ friends or relatives

_____ other (specify) ______________________________

15. Overall, how would you rate the placement services provided to students?

_____ excellent

_____ good

_____ fair

_____ poor

_____ very poor

16. Which of the following organizations are program students involved in?

_____ FHA/HERO (Future Homemakers of America)

_____ VICA (Vocational Industrial Clubs of America)

_____ Other (specify) ____

_____ none

17. How are HERO programs promoted?

_____ through guidance staff

_____ through school district teaching staff

_____ bulletin boards

_____ through assemblies at which HERO Program staff speak

18. What is the best feature of the program?

19. What is the worst feature of the program?

20. How could the program be improved?

HERO Interview Questions: Employers

1. Are students able to do their job well when they begin employment? If no, why?

2. Do you feel it is important for business/industry to be involved in the
   _________________ program?
   _____ Yes Why? ____
   _____ No Why? ____

3. What is your reaction toward HERO graduate(s) whom you have employed?
   _____ Very Positive - would actively seek another HERO graduate
   _____ Positive - would consider another graduate
   _____ Negative - would hesitate hiring another HERO graduate
   _____ Very Negative - would not hire another HERO graduate

4. What do you perceive as the strengths of the graduate(s)?

5. What do you perceive as the weaknesses of the graduate(s)?

6. Relative to other individuals you have hired, did the student(s) begin:
   _____ at the lowest level
   _____ at a middle level
   _____ at an upper level
   _____ no job level differentation

7. Would you like more involvement in the HERO Program?

8. Based on your knowledge of the program, how would you improve it?

HERO Interview Questions: Staff

1. Which of the following are components of your program? For those components which you identify as offered, approximately what percent of a student's time is devoted to the component?

		Percent
_____	lab	_____
_____	paid work experience	_____
_____	un-paid work experience	_____
_____	job shadowing	_____
_____	co-op	_____
_____	lecture	_____
_____	audio-visual presentations	_____
_____	guest lecturers	_____
_____	others	_____

2. Briefly describe those components you identified.

3. Describe the "typical" day of a student going through the program.

4. What is the length of the program?

_____ 1 year
_____ 2 years
_____ other

5. If the program is a two year program, how does the second year differ from the first?

6. What is the total amount of contact time per week a student has in the program (in minutes)?

7. Does the student receive certification upon completion of the program?

_____ Yes
_____ No

7a. If yes, describe the requirements for certification?

_____ meeting established minimal competencies
_____ being in the program a specified amount of time
_____ minimum grade point average
_____ other (specify)

7b. Do employers ask to see a students certification?

_____ Yes
_____ No
_____ Not Sure

8a. How was the curriculum for the program developed?

8b. Is the curriculum competency based?

8c. Has the program undergone any curricular changes during the past 3 years?

_____ Yes
_____ No
_____ Not Sure

8d. If yes, what were the changes and why?

8e. Which of the following groups have impact on the curriculum modification proc

_____ Vocational Director
_____ Program staff
_____ Placement staff
_____ Advisory Committee
_____ Students
_____ Others (specify) ____

8f. Do you modify the curriculum to meet the needs of the following groups (check yes)?

_____ handicapped
_____ disadvantaged (GPA less than 1.5)
_____ minority
_____ limited English speaking

9a. Are the Michigan Minimum Performance Objectives used?

_____ Yes
_____ No
_____ Not Sure

9b. Did you develop your own minimum performance objectives?

_____ Yes
_____ No
_____ Not Sure

10. Which of the following student organizations are program students involved in?

_____ FHA/HERO (Future Homemakers of America)
_____ VICA (Vocational Industrial Clubs of America)
_____ other (specify) ____________________
_____ none

11. Are the activities of the clubs complementary to and an important part of the program activities in which students are involved?

_____ Yes
_____ No
_____ Not Sure

12. If you have an established review procedure, what is the primary purpose of this review?

_____ meet reporting requirements
_____ reassess applicability of program
_____ evaluate program
_____ no review is conducted

13. How are students assessed relative to their technical competencies?

_____ criterion-referenced written tests
_____ criterion-referenced performance tests
_____ standardized occupational competency tests
_____ observation instruments
_____ other (specify) ____________________

14. Have minimal criteria for program completion been established for the program?

_____ Yes

_____ No

_____ Not Sure

If yes, how were they established?

15. What delineates one program year from another?

_____ academic year

_____ program completion

_____ other

16. What is the best feature of the program?

17. What are some areas in which the program could be improved?

18a. How are students selected for HERO Programs?

_____ entrance tests

_____ interviews

_____ grades

_____ local school selection

_____ no selection process

_____ other (specify) ____

18b. Are there prerequisites which students must complete prior to entering the HERO Program?

_____ Yes

_____ No

_____ Not Sure

If yes, what are they?

19. Is a co-op program part of your program or is it an option offered to students through a separate co-op component which may be related to your program.

_____ part of program

_____ separate

_____ no co-op program is available

IF A CO-OP PROGRAM IS AVAILABLE ASK QUESTIONS 20-24.

20. Describe the co-op program.

21. What impact does the co-op program have on your program?

22. About what percentage of students eligible for the co-op program take part in it?

_____ 0 - 24%

_____ 25 - 49%

_____ 50 - 74%

_____ 75 - 100%

23. Do students taking part in the program have higher placement rates than students not taking part in the placement program?

_____ Yes

_____ No

_____ Not Sure

24. Do you provide special co-op opportunities for the following groups (check if yes)?

_____ handicapped

_____ disadvantaged (G.P.A. less than 1.5)

_____ minority

_____ limited English speaking

25. Do you have an aide to help you in the classroom?

_____ Yes

_____ No

If yes, what is the role of the aide?

26. What would you say is the general philosophy in this area relative to the pur
for vocational education? Check all that apply.

_____ provide students with skills

_____ placing students in jobs

_____ transmitting knowledge about the world of work

_____ transmitting appropriate work ethics and values

_____ other (specify) ____

27. Would you say that vocational education is a priority in the school districts
service?

_____ Yes

_____ No

28. How would you characterize the attitude of public school administrators towar
HERO Programs?

_____ Very Favorable - they believe the program is an excellent educational opportunity

_____ Favorable - they believe the program is a good educational opportunity

_____ Unfavorable - they do not believe the program is a good educational opportunity

_____ Very Unfavorable - they would like the program eliminated

29. How would you rate the attitudes of job placement personnel toward the HERO Pr
grams?

_____ Very Favorable - believe the programs produce highly skilled individuals

_____ Favorable - believe the programs produce individuals capable of function
in the job for which they have been trained

_____ Unfavorable - believe individuals produced by the program will need some additional on-the-job training

_____ Very Unfavorable - believe individuals produced by the program are not capable of performing the job for which they have bee
trained

30. How would you rate the attitudes of students not in wage-earning vocational (H
programs toward the students who are in the program?

_____ Very Favorable - they think highly of the students in the program and believe they have made a wise choice

_____ Favorable - they think the students have made a good choice

_____ Unfavorable - they think students are in the program because they can't
well enough in school to go to college

_____ Very Unfavorable - they think the program has been designed for students who are "lost causes"

31. How would you rate the attitudes of the students in the wage-earning vocational (HERO) program toward the program?

_____ Very Favorable - students believe this is the best decision they could have made

_____ Favorable - students believe the program will be useful to them

_____ Unfavorable - students do not think the program is so great but it's better than being in school

_____ Very Unfavorable - students wish they had never become involved in the program.

32. How would you rate the attitudes of the high school guidance staff toward the wage-earning vocational (HERO) programs?

_____ Very Favorable - they believe the program is worthwhile and often recommend it to students

_____ Favorable - they believe the program has merit but do not always recommend it to students

_____ Unfavorable - they have some concerns about the program and hesitate to recommend it to students

_____ Very Unfavorable - they have serious objections to the program and will not recommend it to students

33. How would you rate the attitudes of the community toward the wage-earning vocational (HERO) programa?

_____ Very Favorable - they believe the program is high in quality and very beneficial to students

_____ Favorable - they believe the program is good and should continue to be offered

_____ Unfavorable - they believe the program needs improvement before it can really be useful to students

_____ Very Unfavorable - they believe the program should be abolished

34. For those students who left the program without completing it, what were their reasons for not finishing?

_____ did not like the program

_____ felt there would be too much pressure in the job

_____ did not like the job

_____ other (specify) ______________________________

35a. Are there any handicapped or disadvantaged students in your classroom?

_____ Yes

_____ No

35b. If yes, do you feel students who are not handicapped or disadvantaged accept th
students in the program who are?

_____ Yes
_____ No

If no, explain what effect this has.

36. Do students receive vocational/career guidance during their HERO Program?

_____ Yes
_____ No
_____ Not Sure

37 . Are job placement services provided to students?

_____ Yes
_____ No

38. If yes, are the following job placement services available to your students?

_____ Information on where to look for a job
_____ Information on what to put in a resume and cover letter
_____ Information on what to say in a job seeking phone call
_____ Information on proper job interview etiquette
_____ Information on how to follow-up an interview
_____ Information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement, etc).
_____ Information on employers in the area
_____ List of part-time job opportunities
_____ List of full-time job opportunities
_____ Vocational interest screening
_____ Vocational skill testing

39a. Is there an employability skills workshop/seminar which students are required to attend?

_____ Yes
_____ No

39b. If yes, please describe.

40. Which of the following groups receive inservice in the use of the placement service?

_____ students

_____ non-program teaching staff

_____ program teaching staff

_____ administrators

_____ other (specify) ____

_____ inservice is not provided

41. Which of the following individuals most often find placement for students graduating from the HERO Program?

_____ a job placement specialist

_____ the student

_____ teachers at the program

_____ guidance personnel

_____ friends or relatives

_____ other (specify) ____

42. Overall, how would you rate the placement services provided to students?

_____ excellent

_____ good

_____ fair

_____ poor

_____ very poor

43. Are special placement services available for the following groups?

_____ handicapped

_____ disadvantaged (G.P.A. less than 1.5)

_____ minorities

_____ limited English speaking

44. Which of the following do you believe have an impact on the placement rates of students?

_____ unemployment situation in area

_____ the program's contact with the community

_____ student's exposure to the business world

_____ attitude of placement personnel toward the program

_____ availability of release time for the program instructor to make community contacts which may lead to jobs for students

_____ student certification

_____ amount of "hands-on" experience during the program

_____ other (specify) ____

44a. Can you estimate the percent of student graduates who are self-employed?

45. Which of the following roles does the Advisory Committee fulfill? Check all th apply.

_____ advise program on current job needs

_____ advise program on the relevance of courses being offered in the program to current job needs

_____ help program in developing its program application for submission to the state

_____ advise program in developing its plans for vocational education

_____ review on-going programs (how often ____)

_____ review new programs (how often ____)

_____ other (specify) ____

46. How were the advisory committee members selected?

47. Which of the following groups are represented on the advisory committee?

_____ business

_____ industry

_____ labor

_____ handicapped

_____ limited English speaking

_____ females

_____ males

_____ educators

_____ minorities

_____ other (specify) ____

48. How involved is the advisory committee for each program (level of involvement)?

_____ not involved
_____ receive program information only
_____ act in a limited advisory capability
_____ play an active role in making recommendations to decision-makers

49. How would you change the role of the advisory committee?

50. Do you have a formal or informal articulation agreement with other institutions?

_____ Yes
_____ No
_____ Not Sure

50a. If yes, with who?

50b. How many students articulate?

51. Do you have access to the yearly student follow-up data?

_____ Yes
_____ No

52. If yes, what do you use the follow-up data for?

_____ compliance with reporting requirements
_____ build a graduate data base
_____ modify program
_____ job development
_____ recruitment
_____ program planning
_____ other (specify) ____

53. Are HERO Programs actively promoted?

_____ Yes
_____ No

54. If yes, how are the HERO Programs promoted?

_____ through guidance staff
_____ through school district teaching staff
_____ bulletin boards
_____ through assemblies at which HERO Program staff speak
_____ tours
_____ advertisements in school newspapers
_____ career awareness sessions
_____ students must ask - HERO is not promoted
_____ word of mouth
_____ other (specify) ____

55. If HERO is promoted, who is the target audience?

_____ students
_____ teachers
_____ parents
_____ community
_____ guidance staff
_____ school administration
_____ other

56. Are adequate facilities available for both sexes (e.g., locker rooms, toilet facilities, etc)?

_____ Yes
_____ Yes for males, no for females
_____ Yes for females, no for males
_____ No for either

57. Is the equipment available appropriate to the training necessary for business/industry (i.e., is it up-to-date)?

_____ Yes
_____ No
_____ Not Sure

58. Are students able to properly operate the equipment when they begin employment?

59. How would you rate the interaction between the business/industrial community and the HERO Program?

_____ no involvement
_____ receive information only
_____ act in a limited advisory capacity
_____ play an important role in decision making

60. How important do you feel the involvement of the business/industrial community is to the success of your program in terms of:

a. Student knowledge/skills
_____ very important
_____ important
_____ not very important
_____ not important at all

b. Job placement of students
_____ very important
_____ important
_____ not very important
_____ not important at all

61. Have you ever used technical assistance?

_____ Yes
_____ No
_____ did not know technical assistance was available

61a. If yes, what type of technical assistance was it?

_____ on-site visitation to similar program
_____ telephone call to state department
_____ on-site visitation by a staff member of the state department
_____ a resource document produced by the state department
_____ non-state department sources
_____ other (specify) ____

62. What are some areas in which you could use technical assistance?

a. ____
b. ____
c. ____
d. ____

63. Do you promote the selection of non-traditional careers?

_____ Yes
_____ No
_____ Not Sure

63a. If yes, how is this achieved?

64. Do you have contact with other HERO sites?

_____ Yes
_____ No
_____ Not Sure

64a. If yes, what is the nature of this contact?

65. What was the enrollment in your 1978-79 class?

65a. How many of these students went on to take another vocational course after th
had completed this program?

66. Which one of the following certifications do you have?

_____ Annual authorization
_____ Temporary certified
_____ Full Vocational Certification
_____ Full Occupational Certification

67. Please list the major pieces of equipment which are used in your program.

a. ____
b. ____
c. ____
d. ____
e. ____

Site: ____________________

Program: _________________

HERO Interview Questions: Placement Director

1. Briefly describe your placement program as it existed during 1978-79.

1a. Has it changed since then?

_____ Yes If yes, how?

_____ No

2. What were the steps a student went through to use your service during 1978-77?

2a. Have these changed since then?

_____ Yes If yes, how?

_____ No

3. Were there employability skills workshops/classes which students could attend during 1978-79?

_____ Yes If yes to 3a, b.

_____ No If no to 4.

3a. Were they required?

_____ Yes

_____ No

3b. Please describe them.

3c. How about during 1979-80?

4. Which of the following job placement services are available to students?

78-79	79-80	
_____	_____	Information on where to look for a job
_____	_____	Information on what to put in a resume and cover letter
_____	_____	Information on what to say in a job seeking phone call
_____	_____	Information on proper job interview etiquette
_____	_____	Information on how to follow-up an interview
_____	_____	Information on what factors to consider in deciding whether to accept an offer (e.g. salary, fringe benefits, accessability, opportunities for advancement, etc).

78-79 79-80

_____ _____ Information on employers in the area

_____ _____ List of part-time job opportunities

_____ _____ List of full-time job opportunities

_____ _____ Vocational interest screening

_____ _____ Vocational skill testing

_____ _____ other

5. Which of the following groups receive inservice in the use of the placement service?

_____ _____ students

_____ _____ non-program teaching staff

_____ _____ program teaching staff

_____ _____ administrators

_____ _____ other (specify) ____

_____ _____ inservice is not provided

6. Are special placement services available for the following groups?

_____ _____ handicapped

_____ _____ disadvantaged (G.P.A. less than 1.5)

_____ _____ minorities

_____ _____ limited English speaking

7. Which of the following do you believe have an impact on the placement rates of students?

_____ _____ unemployment situation in area

_____ _____ the program's contact with the community

_____ _____ student's exposure to the business world

_____ _____ attitude of placement personnel toward the program

_____ _____ availability of release time for the program instructor to make community contacts which may lead to jobs for students

_____ _____ student certification

_____ _____ amount of "hands-on" experience during the program

_____ _____ other (specify) ____

8. Can you estimate the percent or number of student graduates who are self-employed?

__________ 78-79 __________ 79-80

9. Are program leavers able to make use of placement services after they have left the program?

78-79 79-80

_____ _____ Yes If yes, for how long? __________

_____ _____ No

10. Are program graduates able to make use of placement services once they have left the program?

_____ _____ Yes If yes, for how long? __________

_____ _____ No

11. Approximately what percentage or how many program graduates and leavers make use of the placement services once they are out of the program?

_____ _____ Graduates

_____ _____ Leavers

12. Do you have a co-op program which is separate from the Home Economics Related Occupations Programs?

_____ _____ Yes If yes go to 12 a-e.

_____ _____ No If no go to 13.

12a. Describe the co-op program as it existed during 1978-79. Has it changed since then?

12b. What impact did the co-op program have on the 1978-70 program? Has the impact changed since then?

12c. About what percentage of students eligible for the co-op program take part in it?

_____ _____ 0 - 24%

_____ _____ 25 - 49%

_____ _____ 50 - 74%

_____ _____ 75 - 100%

12d. Do students taking part in the program have higher placement rates than students not taking part in the placement program?

_____ _____ Yes

_____ _____ No

_____ _____ Not Sure

12e. Do you provide special co-op opportunities for the following groups (check if yes)?

78-79 79-80

_____ _____ handicapped

_____ _____ disadvantaged (G.P.A. less than 1.5)

_____ _____ minority

_____ _____ limited English speaking

13. How important do you feel the involvement of the business/industrial community is to the success of your program in terms of student job placement?

_____ very important

_____ important

_____ not very important

_____ not important at all

14. How involved was the business/industrial community in the Home Economics Related Occupations Program?

_____ _____ very involved

_____ _____ involved

_____ _____ not too involved

_____ _____ not involved at all

15. How are students selected for the annual student follow-up?

_____ _____ no selection - all students

_____ _____ randomly pick students

_____ _____ other (specify) ____

16. What were the follow-up data used for?

_____ _____ compliance with reporting requirements

_____ _____ build a graduate data base

_____ _____ modify program

_____ _____ job development

_____ _____ recruitment

_____ _____ program planning

_____ _____ program evaluation

_____ _____ other (specify) ____

17. Is it possible for a student to complete more than one vocational program?

78-79 79-80

_____ _____ Yes If yes go to 17a.

_____ _____ No

17a. How many students did this in 1978-79 ________, in 1979-80 ________?

17b. Of these students how many receive a placement related to their second program?

__________ __________

78-79 79-80

17c. How many students receive a placement related to their first program?

__________ __________

78-79 79-80

17d. If a student completes one program prior to graduation, are they included in the follow-up for that year?

_____ _____ Yes

_____ _____ No __________ If no, when are they included?

_____ _____ after graduation

_____ _____ other (specify)

____

18. Would you say the quality of students (in terms of skill level) coming from the Home Economics Related Occupations Program is:

_____ _____ higher than students from other wage-earning vocational programs

_____ _____ the same as students from other wage-earning vocational programs

_____ _____ lower than students from other wage-earning vocational programs

18a. If higher, how were they better? (78-79 - 79-80)

18b. If lower, how are they worse? (78-79 - 79-80)

19. Relative to the placement of students coming from other wage-earning vocational programs would you say the placement of students from the Home Economics Related Occupations Program has a:

78-79 79-80

_____ _____ higher priority

_____ _____ the same priority

_____ _____ lower priority

19a. If higher, why? (1978-79 and 1979-80)

19b. If lower, why? (1978-79 and 1979-80)

20. What would you say is the general philosophy in this area relative to the purpose for vocational education? Check all that apply.

_____ _____ provide students with skills

_____ _____ placing students in jobs

_____ _____ transmitting knowledge about the world of work

_____ _____ transmitting appropriate work ethics and values

_____ _____ other (specify) ____

21. How would you characterize the attitude of public school administrators toward the HERO Programs?

_____ _____ Very Favorable - they believe the program is an excellent educational opportunity

_____ _____ Favorable - they believe the program is a good educational opportunity

_____ _____ Unfavorable - they do not believe the program is a good educational opportunity

_____ _____ Very Unfavorable - they would like the program eliminated

22. How would you rate the attitudes of the students in the wage-earning vocational (HERO) program toward the program?

_____ _____ Very Favorable - students believe this is the best decision they could have made

_____ _____ Favorable - students believe the program will be useful to them

_____ _____ Unfavorable - students do not think the program is so great but it's better than being in school

_____ _____ Very Unfavorable - students wish they had never become involved in the program

23. How would you rate the attitudes of the business community toward the wage-earning vocational (HERO) programs?

_____ _____ Very Favorable - they believe the program is high in quality and very beneficial to students

_____ _____ Favorable - they believe the program is good and should continue to be offered

_____ _____ Unfavorable - they believe the program needs improvement before it can really be useful to students

_____ _____ Very Unfavorable - they believe the program should be abolished

24. How would you rate the attitudes of parents toward the wage-earning vocational (HERO) programs?

_____ _____ Very Favorable - they are very happy their child is in the program

_____ _____ Favorable - they think it is probably good that their child is in the program

_____ _____ Unfavorable - they wish their child had made a different selection

_____ _____ Very Unfavorable - they want their child out of the program

Demographic Data: Placement Staff

Site: ______________________________

Please complete the following questions. Your cooperation is greatly appreciated.

1. What is the average unemployment rate of the area your school/center services? If there are two or more distinctly different areas relative to the unemployment rate, indicate the average unemployment rate for each area.

78-79	79-80		78-79	79-80	78-79	79-80
_____	_____	below 5%	_____	_____	_____	_____
_____	_____	5 - 9%	_____	_____	_____	_____
_____	_____	10-14%	_____	_____	_____	_____
_____	_____	15-19%	_____	_____	_____	_____
_____	_____	20-24%	_____	_____	_____	_____
_____	_____	25-29%	_____	_____	_____	_____
_____	_____	30% or above	_____	_____	_____	_____

2. In general, are students graduating from your vocational programs willing to relocate for the purposes of job placement?

78-79	79-80	
_____	_____	Yes
_____	_____	No
_____	_____	Not Sure

3. For the Home Economics Related Occupational (HERO Programs at your site is the age of the program graduate a negative factor in their ability to get a job?

Program Type (Select only those at your site)	78-79 Circle One		79-80 Circle One	
Child Care (OE Code 09.0201)	Yes	No	Yes	No
Clothing Management (OE Code 09.0202)	Yes	No	Yes	No
Food Management (OE Code 09.0203)	Yes	No	Yes	No
Home furnishings (OE Code 09.0204)	Yes	No	Yes	No
Institutional Home Mangement (OE Code 09.0205)	Yes	No	Yes	No

If yes is circled, please explain why.

For questions 4 - 8, answer only those questions for the program you have. The following definitions will assist you in answering the questions.

Full-time

40 or more hours per week

Part-time

less than 40 hours per week

Related

a placement in a field related to the program from which the student graduated

Non-Related

a placement in a field not related to the program from which the student graduated

Not Available for Placement

if a placement was available, the student would not have been able to take it due to factors such as marriage, military service, injury, pregnancy, not looking for work, or in another program, etc.

Available for Placement

those students eligible for and willing to accept a job placement

4. For the Child Care Program (OE Code 09.0201) please indicate the number of students who fit into each of the following placement categories.

	78-79	79-80	78-79	79-80
a. Full-time related			_____	_____
b. Full-time non-related			_____	_____
c. Part-time related			_____	_____
d. Part-time non-related			_____	_____
e. Attending another education program			_____	_____
1. related to child-care	_____	_____		
2. not-related to child-care	_____	_____		
3. attending full-time	_____	_____		
4. attending part-time	_____	_____		
f. Number available for placement			_____	_____
g. Number not-available for placement			_____	_____
h. How many students did not complete the program before leaving it?			_____	_____
i. Of the total number of students in the Child Care Program, how many went on to graduate from another wage-earning program.			_____	_____
j. Given your answer to 4i, how many of these individuals received a placement related to the second program in which they graduated.			_____	_____

5. For the Clothing Management Program (OE Code 09.0202) please indicate the number of students who fit into each of the following placement categories.

	78-79	79-80	78-79	79-80
a. Full-time related			____	____
b. Full-time non-related			____	____
c. Part-time related			____	____
d. Part-time non-related			____	____
e. Attending another educational program			____	____
1. related to clothing management	____	____		
2. not-related to clothing mangement	____	____		
3. attending full-time	____	____		
4. attending part-time	____	____		
f. Number available for placement			____	____
g. Number not-available for placement			____	____
h. How many students did not complte the program before leaving it?			____	____
i. Of the total number of students in the Clothing Mangement Program, how many went on to graduate from another wage-earning vocational program?			____	____
j. Given your answer to 5i, how many of these individuals received a placement related to the second program in which they graduated?			____	____

6. For the Food Mangement Program (OE Code 09.0203) please indicate the number of students who fit into each of the following placement categories.

	78-79	79-80	78-79	79-80
a. Full-time related			____	____
b. Full-time non-related			____	____
c. Part-time related			____	____
d. Part-time non-related			____	____
e. Attending another educational program			____	____
1. related to Food Mangement	____	____		
2. not-related to Food Management	____	____		
3. attending full-time	____	____		
4. attending part-time	____	____		
f. Number available for placement			____	____
g. Number not-available for placement			____	____
h. How many students did not complete the program before leaving it?			____	____

	78-79	79-80	78-79	79-80
6i. Of the total number of students in the Food Management Program, how many went on to graduate from another wage-earning vocational program?			____	____
j. Given your answer to 6i, how many of these individuals received a placement related to the second program in which they graduated?			____	____

7. For the Home Furnishings Program (OE Code 09.0204) please indicate the number of students who fit into each of the following placement categories.

	78-79	79-80	78-79	79-80
a. Full-time related			____	____
b. Full-time non-related			____	____
c. Part-time related			____	____
d. Part-time non-related			____	____
1. related to Home Furnishings	____	____		
2. not-related to Home Furnishings	____	____		
3. attending full-time	____	____		
4. attending part-time	____	____		
f. Number available for placement			____	____
g. Number not-available for placement			____	____
h. How many students did not complete the program before leaving it?			____	____
i. Of the total number of students in the Home Furnishings Program, how many went on to graduate from another wage-earning vocational program?			____	____
j. Given your answer to 7i, how many of these individuals received a placement related to the second program in which they graduated?			____	____

8. For the Institutional Home Management Program (OE Code 09.0205) please indicate the number of students who fit into each of the following placement categories.

	78-79	79-80	78-79	79-80
a. Full-time related			____	____
b. Full-time non-related			____	____
c. Part-time related			____	____
d. Part-time non-related			____	____
1. related to Institutional Home Mangement	____	____		
2. not-related to Insitutional Home Management	____	____		

	78-79	79-80	78-79	79-80
3. attending full-time	____	____		
4. attending part-time	____	____		
f. Number available for placement			____	____
g. Number not-available for placement			____	____
h. How many students do not complete the program before leaving it?			____	____
i. Of the total number of students in the Institutional Home Management Program how many went on to graduate from another wage-earning vocational program?			____	____
j. Given your answer to 8i, how many of these individuals received a placement related to the second program in which they graduated?			____	____

9. Please indicate the number of handicapped students and disadvantaged students having a GPA less than 1.5 who received job placements. Answer only for those programs at your site.

	Handicapped				GPA < 1.5			
	Number Available for Placement		Number Placed		Number Available for Placement		Number Placed	
Program Type	78-79	79-80	78-79	79-80	78-79	79-80	78-79	79-80
Child Care (OE Code 09.0901)	____	____	____	____	____	____	____	____
Clothing Management (OE Code 09.0202)	____	____	____	____	____	____	____	____
Food Management (OE Code 09.0203)	____	____	____	____	____	____	____	____
Home Furnishings (OE Code 09.0204	____	____	____	____	____	____	____	____
Institutional Home Management (OE Code 09.0205)	____	____	____	____	____	____	____	____

Thank you for providing us with this information. Please return this survey to us in the self-addressed envelope attached.

If you have any questions, we may be reached by telephone at (313) 541-1680.

Demographic Information: Vocational Director

Site: ____

Please complete the following questions. Your cooperation is greatly appreciated.

1. What is the average income of the area your skills center services? If there are two or more distinctly different areas relative to average income, indicate the average income of each area.

			Additional Areas			
78-79	79-80		78-79	79-80	78-79	79-80
_____	_____	below $5,000	_____	_____	_____	_____
_____	_____	5,000 - 9,999	_____	_____	_____	_____
_____	_____	10,000 - 14,999	_____	_____	_____	_____
_____	_____	15,000 - 19.999	_____	_____	_____	_____
_____	_____	20,000 - 24,999	_____	_____	_____	_____
_____	_____	25,000 or above	_____	_____	_____	_____

2. What percent of your students come from

78-79	79-80	
_____	_____	rural school districts
_____	_____	surburban school districts
_____	_____	urban school districts

3. Please provide the following information for the districts eligible to send students to your skills center.

District Name	Total Student Enrollment		Number of Students At Your Center	
	78-79	79-80	78-79	79-80
1. ______________________	_____	_____	_____	_____
2. ______________________	_____	_____	_____	_____
3. ______________________	_____	_____	_____	_____
4. ______________________	_____	_____	_____	_____
5. ______________________	_____	_____	_____	_____
6. ______________________	_____	_____	_____	_____
7. ______________________	_____	_____	_____	_____
8. ______________________	_____	_____	_____	_____
9. ______________________	_____	_____	_____	_____
10. ______________________	_____	_____	_____	_____

4. In general, do students have access to transportation to

a. the school/center?

78-79 79-80

_____ _____ Yes

_____ _____ No

_____ _____ Not Sure

b. a job after graduation?

_____ _____ Yes

_____ _____ No

_____ _____ Not Sure

5a. For the HERO Programs at your site please provide the following information.

Program Type (Select only those at your site)	Total Enrollment		Number of Handicapped Students		Number of Students with GPA 1.5 or less	
	78-79	79-80	78-79	79-80	78-79	79-80
Child Care (OE Code 09.0201)	_____	_____	_____	_____	_____	_____
Clothing Management (OE Code 09.0202)	_____	_____	_____	_____	_____	_____
Food Management (OE Code 09.0203)	_____	_____	_____	_____	_____	_____
Home Furnishings (OE Code 09.0204)	_____	_____	_____	_____	_____	_____
Institutional Home Management (OE Code 09.0205)	_____	_____	_____	_____	_____	_____

5b. Relative to the handicapped students in your programs, do you provide them with:

78-79 79-80

_____ _____ specialized job placement services designed to meet their specific needs

_____ _____ modified performance objectives for program completion

_____ _____ specialized co-op programs

5c. Relative to students with GPA's less than 1.5, do you provide them with:

78-79 79-80

_____ _____ specialized job placement services designed to meet their specific needs

_____ _____ modified performance objectives for program completion

_____ _____ specialized co-op programs

6. In the geographic area serviced by your school/center about what proportion of the population are members of the following groups?

78-79 79-80

_____ _____ Black

_____ _____ American Indian

_____ _____ Chaldean

_____ _____ Mexican/American Hispanic

_____ _____ Limited English Speaking

_____ _____ Other (specify) ____

7. For the HERO Programs at your site, indicate the approximate number of each of the listed minority groups enrolled in the program. The following numbers identify the proper column heading:

1 = Black
2 = American Indian
3 = Chaldean
4 = Mexican American/Hispanic
5 = Limited English Speaking
6 = Other

Program Type (Select only those at your site)	(list for both 78-79 and 79-80) 1	2	3	4	5	6
Child Care (OE Code 09.0201)	_____	_____	_____	_____	_____	_____
Clothing Management (OE Code 09.0202)	_____	_____	_____	_____	_____	_____
Food Management (OE Code 09.0203)	_____	_____	_____	_____	_____	_____
Home Furnishings (OE Code 09.0204)	_____	_____	_____	_____	_____	_____
Institutional Home Management (OE Code 09.0205)	_____	_____	_____	_____	_____	_____

7b. Relative to the populations you identified above, do you provide them with:

78-79 79-80

_____ _____ specialized job placement services designed to meet their specific needs

_____ _____ modified performance objectives for program completion

_____ _____ specialized co-op programs

8. For the HERO Programs at your site, indicate the number of males and females enrolled.

	Number of Males		Number of Females	
Program Type (Select only those at your site)	78-79	79-80	78-79	79-80
Child Care (OE Code 09.0201)				
Clothing Management (OE Code 09.0202)				
Food Management (OE Code 09.0203)				
Home Furnishings (OE Code 09.0204)				
Institutional Home Management (OE Code 09.0205)				

9. Please indicate the per student actual expenditure for each program type at your site.

	Per Student Expenditure	
Program Type	78-79	79-80
Child Care (OE Code 09.0201)		
Clothing Management (OE Code 09.0202)		
Food Management (OE Code 09.0203)		
Home Furnishings (OE Code 09.0204)		
Institutional Home Management (OE Code 09.0205)		

Thank you for providing us with this information. Please return this survey to us in the self-addressed envelope attached.

If you have any questions, we may be reached by telephone at (313) 541-1680.

HERO Interview Questions: Vocational Directors

1. What would you say is the general philosophy in this area relative to the purpose for vocational education? Check all that apply.

   _____ provide students with skills

   _____ placing students in jobs

   _____ transmitting knowledge about the world of work

   _____ transmitting appropriate work ethics and values

   _____ other (specify) ______________________________

2. What was the per student expenditure for each program?

3. Has declining enrollment had impact on the student population at your center? If yes, how?

4. Would you say that vocational education is a priority in the school districts you service? (percent of districts)

   _____ Yes

   _____ No

5. How would you characterize the attitude of public school administrators toward the HERO Programs?

   _____ Very Favorable - they believe the program is an excellent educational opportunity

   _____ Favorable - they believe the program is a good educational opportunity

   _____ Unfavorable - they do not believe the program is a good educational opportunity

   _____ Very Unfavorable - they would like the program eliminated

6. How would you rate the attitudes of job placement personnel (if applicable) toward the HERO Programs?

   _____ Very Favorable - they believe the programs produce highly skilled individuals

   _____ Favorable - they believe the programs produce individuals capable of functioning in the job for which they have been trained

   _____ Unfavorable - they believe individuals produced by the program will need some additional on-the-job training

   _____ Very Unfavorable - they believe individuals produced by the program are not capable of performing the job for which they have been trained

7. How would you rate the attitudes of school board members toward vocational education?

_____ Very Favorable - they support the program in total

_____ Favorable - they support most aspects of the program

_____ Unfavorable - they do not support most aspects of the program

_____ Very Unfavorable - they do not support the program at all

8. How would you rate the attitudes of all teachers toward the HERO Program?

_____ Very Favorable - they believe the program is worthwhile and often recommend it to students

_____ Favorable - they believe the program has merit but do not always recommend it to students

_____ Unfavorable - they have some concerns about the program and hesitate to recommend it to students

_____ Very Unfavorable - they have serious objections to the program and will not recommend it to students

9. How would you rate the attitudes of the high school guidance staff toward the program?

_____ Very Favorable - they believe the program is worthwhile and often recommend it to students

_____ Favorable - they believe the program has merit but do not always recommend it to students

_____ Unfavorable - they have some concerns about the program and hesitate to recommend it to students

_____ Very Unfavorable - they have serious objections to the program and will not recommend it to students

10. How would you rate the attitudes of the community toward the programs?

_____ Very Favorable - they believe the program is to be high in quality and very beneficial to students

_____ Favorable - they believe the program is good and should continue to be offered

_____ Unfavorable - they believe the program needs improvement before it can really be useful to students

_____ Very Unfavorable - they believe the program should be abolished

11. How would you rate the attitudes of the special education staff of the public schools toward the program?

_____ Very Favorable - they believe the program has significant benefits to the special education population

_____ Favorable - they believe the program has some benefits to the special education population

_____ Unfavorable - they believe that although the special education students participate in the program they do not benefit from it

_____ Very Unfavorable - they believe the program is detrimental to the special education population

12. Are placement services provided to the students in the program?

_____ Yes

_____ No

_____ Uncertain

13. If yes, are the following job placement services available to your students?

_____ Information on where to look for a job.

_____ Information on what to put in a resume and cover letter.

_____ Information on what to say in a job seeking phone call.

_____ Information on proper job interview etiquette.

_____ Information on how to follow-up an interview.

_____ Information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement etc.).

_____ Information on employers in the area.

_____ List of part-time job opportunities.

_____ List of full-time job opportunities.

_____ Vocational interest screening.

_____ Vocational skill testing.

14. Which of the following groups receive inservice in the use of the placement service?

_____ students

_____ non-program teaching staff

_____ program teaching staff

_____ administrators

_____ other (specify) ____

_____ inservice is not provided

15. Which of the following individuals most often find placement for students graduating from the HERO Program?

_____ a job placement specialist
_____ the student
_____ teachers at the program
_____ guidance personnel
_____ friends or relatives
_____ other (specify) ____

16. Overall, how would rate the placement services provided to students?

_____ excellent
_____ good
_____ fair
_____ poor
_____ very poor

17. Do special education and the placement services coordinate efforts in the placement of the special population students?

_____ Yes
_____ No
_____ Uncertain

18. Which of the following roles does the Advisory Committee fulfill? Check all that apply.

_____ advise program on current job needs
_____ advise program on the relevance of courses being offered in the program to current job needs
_____ help program in developing its program application for submission to the state
_____ advise program in developing its plans for vocational education
_____ review on-going programs (how often _____)
_____ review new programs (how often _____)
_____ other (specify) ____

19. How were the Advisory Committee members selected?

20. Which of the following groups are represented on the Advisory Committee?

_____ business

_____ industry

_____ labor

_____ handicapped

_____ limited English speaking

_____ females

_____ males

_____ educators

_____ minorities

_____ other (specify) ______________________________

21. How involved is the advisory committee for each program (level of involvement)?

_____ not involved

_____ receive program information only

_____ act in a limited advisory capability

_____ play an active role in making recommendations to decision-makers

22. If you have an established program review procedure, what is the primary purpose of this review?

_____ meet reporting requirements

_____ reassess applicability of program

_____ no review is conducted

23. Which of the following groups have impact on the curriculum modification process?

_____ Vocational Director

_____ Program staff

_____ Placement staff

_____ Advisory Committee

_____ Students

_____ Other (specify) ______________________________

24. Are adequate facilities available for both sexes?

_____ Yes

_____ Yes for males, no for females

_____ Yes for females, no for males

_____ no for either

25. Is the equipment available appropriate to the training necessary for business/industry?

_____ Yes

_____ No

_____ Not Sure

26. Do you have a formal or informal articulation agreement with other institutions?

_____ Yes

_____ No

_____ Not Sure

26a. If yes, with who?

26b. How many students articulate?

27. How is your follow-up of completers conducted?

_____ phone

_____ mail

_____ from records

_____ other (specify) ____

28. Who is responsible for the follow-up process?

_____ Program staff

_____ Placement staff

_____ Guidance staff

_____ Other (specify) ____

29. What is the follow-up data used for?

_____ compliance with reporting requirements

_____ build a graduate data base

_____ modify program

_____ job development

_____ recruitment

_____ program planning

_____ other (specify) ____

30. Does the program provide for post-program placement to follow-up services for completers and leavers?

_____ Yes

_____ No

_____ Not Sure

30a. If yes, for how long and what type?

31. Do program staff work jointly with special education staff to deliver services to the special population?

_____ Yes

_____ No

_____ Not Sure

32. How are HERO Programs promoted?

_____ through guidance staff

_____ through school district teaching staff

_____ bulletin boards

_____ through assemblies at which HERO Program staff speak

_____ tours

_____ advertisements in school newspapers

_____ career awareness sessions

_____ students must ask - HERO is not promoted

_____ other

32a. If HERO is promoted, who is the target audience?

_____ students

_____ teachers

_____ parents

_____ community

_____ guidance staff

_____ school administration

_____ other

33. What percentage of completers are offered jobs by their cooperative training site?

_____ full-time

_____ part-time

34. Are special co-op opportunities available for special populations?

35. Do students who participate in a cooperative training component have a higher job placement rate?

36. How would you rate the involvement of the business/industrial community in HERO Programs?

_____ no involvement

_____ receive information only

_____ act in a limited advisory capacity

_____ play an important role in decision making

37. Have you ever used one of the following types of technical assistance?

_____ on-site visitation to similar program

_____ telephone call to state department

_____ on-site visitation by a staff member of the state department

_____ a resource document produced by the department

_____ non-state department sources

_____ other (specify)________________________________

_____ do not use technical assistance

_____ did not know I could get technical assistance

38. What are some areas in which you could use technical assistance?

a. ____

b. ____

c. ____

d. ____

39. Do you promote the selection of non-traditional careers?

_____ Yes

_____ No

_____ Not Sure

HERO Interview Questions: Advisory Committee

1. Which of the following roles does the Advisory Committee fulfill? Check all that apply.

_____ advise program on current job needs
_____ advise program on the relevance of course being offered in the program to current job needs
_____ help program in developing its program application for submission to the state
_____ advise program in developing its plans for vocational education
_____ review on-going programs (how often ___)
_____ review new programs (how often ___)
_____ other (specify) ____

2. How were you selected to be on the Advisory Committee?

3. Which of the following groups are represented on the advisory committee?

_____ business
_____ industry
_____ labor
_____ handicappped
_____ limited English speaking
_____ females
_____ males
_____ educators
_____ minorities
_____ other (specify) ____

4. How involved is the Advisory Committee for each program (level of involvement)?

_____ not involved
_____ receive program information only
_____ act in a limited advisory capability
_____ play an active role in making recommendations to decision-makers

5. Which of the following groups have impact on the curriculum modification process?

_____ Vocational Director

_____ Program staff

_____ Placement staff

_____ Advisory committee

_____ Students

_____ Others (specify) ____

6. Are adequate facilities available for both sexes?

_____ Yes

_____ Yes for males, no for females

_____ Yes for females, no for males

_____ no for either

If no, please describe what is needed to make them adequate.

7. Is the equipment available appropriate to the training necessary for business/industry?

_____ Yes

_____ No

_____ Not Sure

7a. Are students able to properly operate the equipment they use when they begin employment?

8. What is the best feature of the program?

9. What is the worst feature of the program?

10. How could the program be improved?

13. Which of the following job placement services are available to your students?

( ) information on where to look for a job

( ) information on what to put in a resume and cover letter

( ) information on what to say in a job-seeking phone call

( ) information on proper job interview etiquette

( ) information on how to follow-up an interview

( ) information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement, etc.)

( ) information on employers in the area

( ) list of part-time job opportunities

( ) list of full-time job opportunities

( ) vocational interest screening

( ) vocational skill testing

14. Which of the following roles does your Advisory Committee fulfill? (Check all that apply.)

( ) advise program on current job needs

( ) advise program on the relevance of courses being offered in the program to current job needs

( ) help program in developing its program application for submission to the state

( ) advise program in developing its plan for vocational education

( ) review on-going programs (how often ______)

( ) review new programs (how often ________)

( ) other (specify) ____________________

( ) we do not have an advisory committee

INSTRUCTOR SURVEY

1. Which of the following are components of your program? For those components which you identify as offered, approximately what percent of a student's time is devoted to the component? (Check all that apply.)

	Percent
( ) lab	( )
( ) paid work experience	( )
( ) un-paid work experience	( )
( ) job shadowing	( )
( ) co-op	( )
( ) guest lecturers	( )
( ) others (please identify)	( )

____

2. What is the length of your program?

( ) 1 year

( ) 2 years

( ) other (please identify) ________________

3. If your program is a two-year program, how does the second year differ from the first? (Check all that apply.)

( ) more practically oriented

( ) curriculum addresses same topics only more in-depth

( ) curriculum addresses different topics

( ) other (please identify) ________________

( ) second year does not differ

4. What is the total amount of contact time per week a student has in your program (in minutes)?

( ) less than 550 How long? ( ) minutes

( ) 550 and over How long? ( ) minutes

5. How was the curriculum for your program developed? (Check all that apply.)

( ) used Michigan Minimum Performance Objectives

( ) used an existing curriculum from another source

( ) combined several curriculums to create a new one

( ) designed by program instructor

( ) other (specify)____________________

( ) I don't know

6. Is FHA/HERO an integral (operated as part of your classroom activities) part of your program?

( ) Yes

( ) No

( ) Not sure

7. Have minimal criteria for program completion been established for your program?

( ) Yes

( ) No

( ) Not sure

8. Is a co-op class part of your program or is it an option offered to students through a separate co-op component which may be related to your program?

( ) part of program

( ) separate

( ) no co-op program is available

9. What would you say is the general philosophy in your area relative to the purpose for vocational education? (Check all that apply.)

( ) provide students with skills

( ) place students in jobs

( ) transmit knowledge about the world of work

( ) transmit appropriate work ethics and values

( ) other (specify)____________________

10. How would you rate the attitudes of job placement personnel toward your HERO Program?

( ) very positive

( ) positive

( ) negative

( ) very negative

11. Which of the following individuals most often finds placement for students graduating from your HERO Program?

( ) a job placement specialist

( ) the student

( ) instructor of the program (you)

( ) guidance personnel

( ) friends or relatives

( ) other (specify)____________________

12. Are special placement services available for the following groups? (Check if yes.)

( ) handicapped

( ) disadvantaged (G.P.A. less than 1.5)

( ) minorities

( ) limited English speaking

15. What proportion of your students would you say related jobs are available for after graduation from your program?

( ) 0%

( ) 1 - 25%

( ) 26 - 50%

( ) 51 - 75%

( ) 76 - 100%

16. What percentage of the students in your program are:

( ) handicapped

( ) disadvantaged (G.P.A. 1.5 or less)

17. Are you provided with release time to make community contacts which might lead to jobs for students in your program?

( ) Yes

( ) No

( ) No, but I do it on my own time anyway

Thank you for your help. Please return your completed survey. Simply staple it closed.

Vocational Education: What do you think about it?

Dear Educator:

The Michigan Department of Education has asked Instructional Development and Evaluation Associates, Inc. to conduct a statewide survey of the Home Economics Related Occupations (HERO) Programs. The programs under study are:

Child Care Services (OE Code 09.0201)
Clothing Management, Production Services (OE Code 09.0202)
Food Management, Production Services (OE Code 09.0203)

We'd like your help in completing this study. **The specific program for which we would like you to complete this survey is identified on the first page of the survey. Please answer these survey questions for the program as it existed during the 1978-79 school year.**

Most questions can be answered by checking the appropriate response. Results of the survey will be used to guide the future development of these programs.

When you're finished, just fold the questionnaire, staple it closed and drop it in a mailbox.

Thank you for your help.

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Associates
3811 W. Twelve Mile Road • Berkley, Michigan 48072

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PLACEMENT DIRECTOR SURVEY

1. Which of the following job placement services are available to HERO students?

   ( ) information on where to look for a job

   ( ) information on what to put in a resume and cover letter

   ( ) information on what to say in a job-seeking phone call

   ( ) information on proper job interview etiquette

   ( ) information on how to follow-up an interview

   ( ) information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement, etc.)

   ( ) information on employers in the area

   ( ) list of part-time job opportunities

   ( ) list of full-time job opportunities

   ( ) vocational interest screening

   ( ) vocational skill testing

   ( ) other

   ( ) placement services are not available to students

2. Are special placement services available for the following groups? (Check if yes)

   ( ) handicapped

   ( ) disadvantaged (G.P.A. less than 1.5)

   ( ) minorities

   ( ) limited English speaking

3. Are students graduating from the HERO Program given a certificate listing the competencies they mastered?

(   ) Yes

(   ) No

(   ) Not sure

4. Do you have a co-op class which is separate from the HERO Program?

(   ) Yes

(   ) No

5. How important do you feel the involvement of the business/industrial community in the program is to the success of the HERO Program in terms of student job placement?

(   ) very important

(   ) important

(   ) not very important

(   ) not important at all

6. Would you say the quality of students (in terms of skill level) coming from the HERO Program is:

(   ) higher than students from other wage-earning vocational programs

(   ) the same as students from other wage-earning vocational programs

(   ) lower than students from other wage-earning vocational programs

7. Would you say the purpose of vocational education in your geographic area is to: (Check all that apply)

(   ) provide students with skills

(   ) place students in jobs

(   ) transmit knowledge about the world of work

(   ) transmit appropriate work ethics and values

(   ) other (specify)

8. Do you believe the current system of classifying student placement as related or unrelated accurately reflects the success of the HERO Program in terms of placement?

(   ) Yes

(   ) No--Why and how could it be improved?

____

____

9. Approximately what proportion of students graduating from the HERO Program have either already graduated from or are enrolled in another vocational program? (Check only one category)

(   ) 0%

(   ) 1 - 25%

(   ) 26 - 50%

(   ) 51 - 75%

(   ) 76 - 100%

9a. Of these students, what proportion eventually receives job placement in the non-HERO Program from which they graduated? For example, a student placed in this category would have graduated from a Clothing Management, Production Services program and a Bookkeeping program but received placement in a bookkeeping related job. (Check only one category)

(   ) 0%

(   ) 1 - 25%

(   ) 26 - 50%

(   ) 51 - 75%

(   ) 76 - 100%

Thank you for your help. Please return your completed survey. Simply staple it closed.

Vocational Education: What do you think about it?

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12. What type of interaction is there between the business/industrial community and the HERO Program?

( ) no interaction

( ) receive information only

( ) act in a limited advisory capacity

( ) play an important role in decision making

Thank you for your help. Please return your completed survey. Simply staple it closed.

VOCATIONAL DIRECTOR SURVEY

1. What would you say is the general philosophy in your area relative to the purpose for vocational education? Check all that apply.

( ) provide students with skills

( ) place students in jobs

( ) transmit knowledge about the world of work

( ) transmit appropriate work ethics and values

( ) other (specify) ______________________

2. How would you rate the attitudes of job placement personnel toward the HERO Program? Check only one.

( ) very positive

( ) positive

( ) negative

( ) very negative

3. Are placement services provided to the students in the program?

( ) Yes

( ) No

( ) Not sure

4. Which of the following job placement services are available to students?

( ) information on where to look for a job

( ) information on what to put in a resume and cover letter

( ) information on what to say in a job-seeking phone call

( ) information on proper job interview etiquette

( ) information on how to follow-up an interview

( ) information on what factors to consider in deciding whether to accept an offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement, etc.)

( ) information on employers in the area

( ) list of part-time job opportunities

( ) list of full-time job opportunities

( ) vocational interest screening

( ) vocational skill testing

5. Which of the following individuals most often finds placement for students graduating from the HERO Program?

( ) a job placement specialist

( ) the student

( ) teachers in the program

( ) guidance personnel

( ) friends or relatives

( ) other (specify) ____________________

6. Overall, how would you rate the placement services provided to students?

( ) excellent

( ) good

( ) fair

( ) poor

( ) very poor

7. Do you have either a formal or an informal articulation agreement with other institutions?

( ) Yes

( ) No

( ) Not sure

8. What is the student follow-up data used for?

( ) complying with reporting requirements

( ) building a graduate data base

( ) modifying the program

( ) developing jobs

( ) recruiting

( ) planning programs

( ) evaluating programs

( ) other (specify) ____________________

( ) we do not conduct student follow-up

9. Do program staff work jointly with special education staff to deliver services to the special population?

( ) Yes

( ) No

( ) Not sure

10. Is the co-op related class part of the HERO Program or separate from it?

( ) part of

( ) separate

( ) we do not offer a co-op program

11. Approximately what percentage of the students take advantage of the co-op class?

( ) 0%

( ) 1 - 25%

( ) 26 - 50%

( ) 51 - 75%

( ) 76 - 100%

Vocational Education: What do you think about it?

Dear Educator:

The Michigan Department of Education has asked Instructional Development and Evaluation Associates, Inc. to conduct a statewide survey of the Home Economics Related Occupations (HERO) Programs. The programs under study are:

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We'd like your help in completing this study. **The specific program for which we would like you to complete this survey is identified on the first page of the survey. Please answer these survey questions for the program as it existed during the 1978-79 school year.**

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APPENDIX B

Letter Sent to Site Directors

Instructional Development and Evaluation Associates Inc.

ERIC M. GORDON, Ph.D., Director
3811 W. Twelve Mile Road • Berkley, Michigan 48072 • (313) 541-1680

March 13, 1981

Dear Vocational Director:

The Michigan Department of Education has asked Instructional Development and Evaluation Associates, Inc. to conduct a statewide survey of the Home Economics Related Occupations (HERO) Programs. The programs under study are:

Child Care Services (OE Code 09.0201)
Clothing Management, Production Services (OE Code 09.0202)
Food Management, Production Services (OE Code 09.0203)

Three groups of individuals are to be surveyed during this statewide survey process; Vocational Directors, Placement Staff, and program instructors. The Michigan Department of Education has identified the Vocational Directors and program instructors to be surveyed. However, a comprehensive listing of Placement Directors was not available. Therefore, we would greatly appreciate your giving the Placement Directors' Survey (green) to the administrator who has placement responsibilities for the program identified.

Thank you very much for your cooperation. If you have any questions, please do not hesitate to contact us.

Sincerely,

Eric M. Gordon

Eric M. Gordon, Ph.D.
Director

EMG/jn

Institutional Home Management
Full-Time Related

Variable

Target audiences for promotional activities.

Definition of the Variable

A number of potential target audiences for promotion of the Institutional Home Management Program were identified. These included: students, teachers, parents, community members, guidance staff, school administration, and other groups or individuals identified.

Source of Information

Vocational Director

Findings

The Vocational Directors at the locations having high full-time related placement indicated guidance staff were an audience targeted for promotional activities related to the Institutional Home Management Program. At the location having low placement in the full-time related category, guidance staff were not identified as a target of promotional activities.

Discussion and Implications

Among the many roles guidance counselors fulfill, is the guidance of students into the most appropriate occupation given their interests and abilities. A guidance counselor who is well informed about a program is better able to identify students who would do well in the occupation. This finding indicated guidance counselors were a target audience of promotional activities. One possible explanation for this finding is that at the high full-time related placement location, guidance counselors were well informed about the program and were therefore better able to select students who would do well in the curriculum than guidance counselors at the low placement location who were not targeted for promotional activities.

Appendix C

Institutional Home Management: HERO Study Findings

Institutional Home Management
Full-Time Related

Variable

Length of the program.

Definition of the Variable

Length of the program identified the program under study as either a one or two year program.

Source of Information

Instructor

Findings

The high placement locations for full-time related placement had one year programs. The low full-time related placement location had a two year program.

Discussion and Implications

Implications from this finding have not been drawn. This is primarily due to the possibility of confusion on the part of the instructors in answering this question. Confusion may have arised in the definition of a two-year program. Instructors with a program having an optional second year may have considered their programs to be a two-year program when in actuality the program was one year in length with an optional second year. This issue will be clarified during the second year of the study.

Institutional Home Management
Total Employment

Variable

Program components.

Definition of the Variable

Instructors were asked to identify the components of their Institutional Home Management Program. A list of program components was presented and each instructor was asked to indicate whether or not the component was part of their instructional program. The components identified were: lab, paid work experience, unpaid work experience, job shadowing, co-op, lecture, audio visual presentations, and guest lecturers.

Source of Information

Instructor

Findings

Four components were found to be absent at the location having high total employment placement and present at the location having low total employment placement. These were job shadowing, lecture, audio visual, and guest lecturer.

Discussion and Implications

The absence of these factors at the high placement location may indicate other more important components take the place of job shadowing at the high placement location which are not present at the low placement location. Further study is needed prior to the exact cause of this finding being identified.

Institutional Home Management
Full-Time Related

Variable

Attitudes of non-program teaching staff.

Definition of the Variable

The attitudes of non-program teaching staff under investigation involved their reactions toward the Institutional Home Management Program. Reactions were defined in terms of positive or negative reaction toward the programs.

Source of Information

Vocational Directors

Findings

The Vocational Directors from the high placement locations for these categories indicated they perceived the attitudes of non-program teaching staff to be favorable toward HERO Programs. The Vocational Director from the site having the lower full-time related placement perceived the attitude of non-program teaching staff to be unfavorable toward the HERO Program.

Discussion and Implications

The results for this variable need to be viewed in light of the fact that this finding was only found for Vocational Directors. One important point which relates to this finding concerns the notion of the Vocational Director being key to the success or failure of vocational programs. Programs supported by the Vocational Director are more likely to succeed than those programs not supported by the Vocational Director. This points to the potential importance of inservice training for Vocational Directors. Inservice training which fosters positive reactions toward an Institutional Home Management Program from both the Vocational Directors and other individuals would be beneficial to higher placement rates based upon this finding.

Institutional Home Management
Full-Time Related

Variable

Use of established program review procedures.

Definition of the Variable

Three uses of program review procedures were identified. Individuals interviewed were asked to indicate the uses of their program review procedures. Three options were presented: meet reporting requirements, reassess the applicability of the program, and evaluate the program.

Source of Information

Vocational Directors, Instructors

Findings

At the sites having high full-time related placement the Vocational Directors indicated that established program review procedures were used for both meeting requirements and evaluating the program. At the site having low full-time related placement, established program review procedures were not used for these two purposes. The instructors from the high full-time related placement locations indicated that established program review procedures were used for program evaluation. This was not true at the site having low full-time related placement.

Discussion and Implications

The finding consistent across both the Vocational Directors and Instructors interviewed was that established program review procedures were used for program evaluation. Based upon this finding the use of program review procedures for program evaluation should be advocated. Inservice workshops in the use of program review procedures for program evaluation should be provided if necessary.

Institutional Home Management
Full-Time Related

Variable

Individuals responsible for follow-up.

Definition of the Variable

The individuals interviewed were asked a number of questions regarding follow-up procedures. One of these questions involved the identification of individuals responsible for follow-up procedures. A number of potential options were presented. These included: program staff, placement staff, and guidance staff.

Source of Information

Vocational Directors

Findings

The Vocational Directors at the sites having high full-time related placement indicated that guidance staff did not have the responsibility for follow-up activities. Conversely, at the low full-time related placement site guidance counselors were identified as having the responsibility for follow-up procedures.

Discussion and Implications

The impact of this finding has meaning when the traditional roles of the guidance counselor is examined. Guidance counselors, for the most part, are responsible for the counseling of students into the appropriate curriculum considering the students desire and ability. Traditionally, the guidance counselor is not responsible for job placement. A possible explanation for this finding is that at the sites having high full-time related placement, individuals other than guidance counselors were responsible for job placement as a sole responsibility thereby being able to devote more time to job placement than a guidance counselor with additional responsibilities. This situation could result in the findings observed. Thus, the assignment of job placement as the sole responsibility of an individual may have a positive impact on the placement of students at the site.

Institutional Home Management
Full-Time Related

Variable

Use of follow-up data.

Definition of the Variable

A number of potential uses for follow-up data were identified. These included program modification, job development, recruitment, program planning, and program evaluation. The individuals interveiwed were asked if their site was using follow-up data for these purposes.

Source of Information

Vocational Directors, Instructors, Placement Directors

Findings

At the sites having high full-time placement, the Vocational Director indicated follow-up data were used for job development and recruitment; the Placement Director indicated follow-up data were used for reporting requirements, and program planning; and the Instructor indicated follow-up data were used for job development. In all instances, follow-up data were not used by these individuals at the site having low placement in the full-time related category.

Discussion and Implications

The thrust of this finding is that the use of follow-up services for a variety of activities including job development, recruitment, reporting requirements, and program planning was positively associated with higher full-time related placement. Thus, it appears that the use of follow-up data for a number of activities should be promoted. If necessary, inservice training in the use of follow-up data should be provided to those individuals requesting such inservice.

Institutional Home Management
Total Employment

Variable

Use of follow-up data.

Definition of the Variable

A number of potential uses for follow-up data were identified. These included program modification, job development, recruitment, program planning, and program evaluation. The individuals interviewed were then asked if their site was using follow-up data for these purposes.

Source of Information

Instructors, Placement Director

Findings

At the site having high total employment placement the instructor indicated follow-up data were used for the purposes of developing a graduate data base and recruitment; the Placement Director indicated follow-up data were used for job development and recruitment. At the site having low total employment placement these uses of follow-up data were not identified by the instructor and Placement Director.

Discussion and Implications

The finding consistent across the instructor and Placement Director related to the use of follow-up data for recruitment purposes. One possible explanation as to why the use of follow-up data for recruitment is associated with high total employment is that potential students are able to develop a more accurate assessment of their interest in the Institutional Home Management Program using the recruitment data. Those students in the program, therefore, might have a higher interest in the vocational area. This could lead to a larger proportion of students receiving placements.

In general, these findings indicate the utility of follow-up data. Therefore, it seems that the use of follow-up data should be emphasized and where necessary assistance provided.

Institutional Home Management
Total Employment

Variable

Joint delivery of services by program and special education staff.

Definition of the Variable

This variable obtained data concerning the extent to which staff serving special needs students worked cooperatively with program staff in program delivery when such students were enrolled in the Institutional Home Management Program.

Source of Information

Vocational Directors

Findings

At the location having high total employment placement, the Vocational Director indicated that program staff worked jointly with the special education staff when special needs population students were enrolled in the program. The Vocational Director at the low placement location indicated coordination of this nature did not occur.

Discussion and Implications

The implication of this finding is that cooperation between special education staff and program staff should be promoted and assisted as such cooperation is associated with higher total employment placement. This finding would have particularly important impact in a program having a number of special needs students.

Institutional Home Management
Full-Time Related

Variable

Promotional methods used.

Definition of the Variable

A number of potential methods for promotion of the Institutional Home Management Program were presented. These included promotion by guidance staff, through school district teaching staff, bulletin boards, assemblies, tours, advertisements in school newspapers, career awareness sessions, and word of mouth. The individuals interviewed were asked to identify the ways in which their program was promoted.

Source of Information

Instructors

Findings

At the locations having the high full-time related placements, the program was promoted through career awareness sessions. This methodology was not used at the site having low full-time related placements.

Discussion and Implications

Career awareness sessions are a logical way to provide students with information about the Institutional Home Management Program. There are two reasons for this. The first is that the purpose of these sessions is to provide information about potential vocations to students. Secondly, this is a method which has the direct attention of the student as opposed to a method such as bulletin board which may or may not attract the attention of students. The result of this finding is that consideration should be given to the development of promotional materials suitable for presentation in a career awareness session.

Institutional Home Management
Total Employment

Variable

Job placement services available to students.

Definition of the Variable

This variable encompassed a number of potential job placement services which could be offered to students. The individuals interviewed identified the job placement services available to students at their site. The options presented included: information on where to look for a job, information on what to put in a resume and cover letter, information on what to say in a job seeking phone call, information on proper job interview etiquette, information on how to follow-up an interview, information on what factors to consider in deciding whether to accept a job offer, information on employers in the area, list of part-time job opportunities, list of full-time job opportunities, vocational interest screening, and vocational skills testing.

Source of Information

Placement Directors, Vocational Directors

Findings

At the site having high total employment placement, the Vocational Director and Placement Director indicated vocational interest screening were available to students. In addition, the Placement Director indicated vocational skills testing was available to students. Neither the Placement Director nor

Vocational Director at the low placement site indicated these two services were available.

Discussion and Implications

Vocational interest screening and vocational skills testing are most certainly two key tools used to guide a student into the most suitable career. This finding lends support to the utility of these two tools. Based upon this finding, sites not currently providing these services may want to investigate the possibility of providing the services.

Institutional Home Management
Full-Time Related

Variable

Factors perceived to have impact on the placement rates of students.

Definition of the Variable

A number of different factors which could impact the placement rates of students were presented. The individuals interviewed were asked whether or not they perceived each factor to impact the placement rates of students. The factors presented were: the unemployment situation in the surrounding area, the program's contact with the community, a student's exposure to the business world, attitude of placement personnel toward the program, availability of release time for the program instructor to make community contacts, student certification, and the amount of "hands-on" experience during the program.

Source of Information

Placement Directors, Instructors

Findings

At the locations having high full-time related placement, student certification was not perceived to impact the placement rates of students by the Placement Director while unemployment in the area was not perceived to impact the placement rates of students by the instructor. These factors were perceived to impact the placement rates of students at the location having low full-time related placement.

Discussion and Implications

The explanation for these results lies in the knowledge that general unemployment in a particular geographic region need not impact the placement rates of students with job skills needed in the geographic area. Building upon this, if the Institutional Home Management Program is producing students with skills needed in an occupational area with a dearth of workers, certification may take on much less importance than if there were numerous applicants for a single job position.

Institutional Home Management
Full-Time Related

Variable

Groups receiving inservice in the use of the placement service.

Definition of the Variable

This variable collected information concerning the groups or individuals receiving inservice in the use of the placement service. A number of different groups or individuals were identified. These included: students, non-program teaching staff, program teaching staff, and administrators. The individuals interviewed were asked to identify the individuals or groups receiving inservice at their site.

Source of Information

Placement Directors, Instructors

Findings

At the high full-time related placement locations, instructors indicated that program teaching staff were provided inservice in how to use the placement service. In addition, Placement Directors indicated that non-program teaching staff were provided inservice in the use of the placement service.

Discussion and Implications

This finding tends to indicate that it is beneficial for instructional staff to be familiar with the placement process.

This may have some impact on the utilization of the placement service by students.

Institutional Home Management
Total Employment

Variable

Factors perceived to have impact on the placement rates of students.

Definition of the Variable

A number of different factors which could impact the placement rates of students were presented. The individuals interviewed were asked whether or not they perceived each factor to impact the placement rates of students. The factors presented were: the unemployment situation in the surrounding area, the program's contact with the community, a student's exposure to the business world, attitude of placement personnel toward the program, availability of release time for the program instructor to make community contacts, student certification, and the amount of "hands on" experience during the program.

Source of Information

Placement Directors, Instructors

Findings

Four factors were perceived to have impact on the job placement rates of students at the location having high total employment placement and not perceived to impact the job placement rates of students at the low placement location. Two factors, attitude of placement personnel toward the program and availability of release time for the program instructor to make community contacts, were identified by both the Placement Director and Instructor at the high placement location as factors impacting the placement rates of students. In addition, the Placement Director perceived student certification to impact placement rates while the instructor identified the program's contact with the community as such a factor.

Discussion and Implications

These findings identify a number of factors which may be considered by a site in terms of impacting the placement rates of students. These factors have been shown to be associated with higher total employment placement rates for the Institutional Home Management Program. Individual sites should consider these factors in terms of how each might impact the placement rates of students at that site.

Institutional Home Management
Total Employment

Variable

Individuals with whom students have started to plan what they will do after graduation.

Definition of the Variable

One purpose of the student interviews was to identify the sources of guidance concerning post-program activities. Students were presented with several potential sources of guidance. These included: guidance counselors, teachers, friends, family members, or no one (student provided own guidance).

Source of Information

Students

Findings

The analysis provided two findings for this variable. Students in the high total employment location identified guidance counselors and family members as two individuals who helped in planning post-program activities. The students at the low total employment placement location did not identify these two individuals as individuals helping in planning post-program activities.

Discussion and Implications

This finding, as have other findings, points to the benefit of guidance in a number of areas. In this instance family members and guidance counselors provided guidance to the student. Based upon this finding, sites at which guidance for post program activity is not available, may want to develop this capability.

Institutional Home Management
Total Employment

Variable

Individuals helping students to decide to be in the Institutional Home Management Program.

Definition of the Variable

Students were asked the question, "Who helped you the most in your decision to be part of this program?" A number of options were presented including: guidance counselors, teachers, friends, family members, or no one (student decided their-self).

Source of Information

Students

Findings

Three findings resulted from the analysis conducted. The first two findings were that guidance counselors and teachers were identified by students at the high total employment placement location as individuals who had helped them the most to decide to be in the program. The third finding was that students at the high total employment location, also indicated that they i.e., the students were not the individual who helped them the most to decide to be in the program. At the low total placement location, students interviewed indicated they were the individual most helpful in the decision to enroll in the program.

Discussion and Implications

This finding supports the need for guiding students into the proper occupation by individuals more knowledgeable than the student. The findings indicated, as might be expected, that two such individuals were guidance counselors and teachers. A potential implication of this finding is that at sites where guidance is not available for career decision-making, consideration should be given to developing such a capacity.

Institutional Home Management
Full-Time Related

Variable

Applicability of training to jobs.

Definition of the Variable

This variable measured the Institutional Home Management Program graduates' perceptions of the degree to which their current job was related to the training they received in the program.

Source of Information

Program Graduates

Findings

The graduates interviewed from the locations having high full-time related placement indicated the training they received was applicable to their vocational program. At the low full-time related placement location, however, the graduates interviewed indicated the training they received was not applicable to their current job.

Discussion and Implications

This finding needs little in the way of comment. It does, however, point to the need for continual assessment of job skills needed for an occupation. Without such assessment, the training received by students will eventually become incongruent with the skills needed in the current job market.

Institutional Home Management
Full-Time Related

Variable

Appropriateness of equipment used in training to job.

Definition of the Variable

This variable collected data concerning the degree to which the equipment used by the graduate during training in the Institutional Home Management Program was appropriate to the job currently held by the graduate. Appropriateness was defined as the degree to which the equipment was technically current and similar to that equipment used on the job by the graduate.

Source of Information

Program Graduates

Findings

The graduates from the high full-time related placement locations indicated the equipment used in their training was appropriate for the job currently held. The graduates interviewed at the low full-time related placement location indicated the equipment used in their training was not appropriate to the job currently held.

Discussion and Implications

This finding emphasizes the need to include assessment of equipment used in a job as part of the assessment to determine

Institutional Home Management
Full-Time Related

Variable

Program year delineation.

Definition of the Variable

This variable identified the factor that delineated one program year from another. The identified factors were either academic year or program completion.

Source of Information

Instructors

Findings

At the location having high full-time related placement, the delineating factor for program year was program completion. The site having low full-time related placement indicated the delineating factor from one program year to the next was the academic year.

Discussion and Implications

Based upon this finding, an area of investigation in the second year of the project will be the impact of an "open entrance/open exit" policy for a vocational program. One impact of such a policy might be that program graduates are spaced throughout the year enabling easier absorption of graduates into the work force rather than all students graduating from the job skills needed by students for a particular occupation. As this finding indicates, those graduates indicating the equipment used in their training was appropriate for the job currently held were associated with the site having high full-time related placement whereas those graduates indicating the opposite were associated with the site having low full-time related placement.

Institutional Home Management
Full-Time Related

Variable

Ability to operate equipment at the beginning of employment.

Definition of the Variable

Graduates interviewed were asked to assess their ability to operate the equipment at their place of employment when they began their job.

Source of Information

Program Graduates

Findings

The graduates from the high full-time related placement locations indicated they were able to operate the equipment on their job when they began employment. The graduates interviewed at the location having low full-time related placement indicated they were not able to operate the equipment at their place of employment when they began their job.

Discussion and Implications

The specific reason for this finding cannot be determined from the data collected. Two probable reasons, however, are related to two other findings. These are applicability of training to the job currently held and appropriateness of equipment used in training. These two factors in combination have impact on a student's ability to operate equipment at the beginning of employment. As this finding indicates, the sites at which graduates indicated their training and equipment were appropriate to their job also indicated they were able to operate equipment at the beginning of employment.

Institutional Home Management
Total Employment

Variable

Representation on advisory committee.

Definition of the Variable

This variable identified the group representation on the Institutional Home Management Programs advisory committee. A number of groups were identified. These groups included: business, industry, labor, the handicapped, a member of a group commonly having limited English proficiency, females, males, educators, and minorities.

Source of Information

Instructor

Findings

At the location having high total employment placement the instructor indicated industry was represented on the advisory committee. At the location having low total employment placement, industry was not represented on the advisory committee.

Discussion and Implications

The rationale behind this finding may be in the contact with the industrial community established by the presence of a member of the industrial community on the advisory committee. The implication of this finding is that in the process of setting up an advisory committee, members of the industrial community should be contacted as potential members of this committee.

Institutional Home Management
Full-Time Related

Variable

Representation on advisory committee.

Definition of the Variable

This variable identified the group representation on the Institutional Home Management Program advisory committee. A number of groups were identified. These groups included: business, industry, labor, the handicapped, a member of a group commonly having limited English proficiency, females, males, educators, and minorities.

Source of Information

Advisory Committee

Findings

At the high full-time related placement location, the individuals interviewed indicated that handicapped individuals were represented on the advisory committee. This was not true at the low full-time related placement location.

Discussion and Implications

This finding has implications for the composition of advisory committees. The representation of the handicapped population on the advisory committee may provide linkages to resources to aid in the placement of handicapped students as well as linkages for actual job placements.

Institutional Home Management
Full-Time Related

Variable

Program components.

Definition of the Variable

Instructors were asked to identify the components of their Institutional Home Management Program. A list of program components was presented and each instructor was asked to indicate whether or not the component was part of their instructional program. The components identified were: lab, paid work experience, unpaid work experience, job shadowing, co-op, lecture, audio visual presentations, and guest lecturers.

Source of Information

Instructor

Findings

The instructor at the high full-time related location indicated job shadowing was a component of the instructional program This was not true at the low full-time related placement location.

Discussion and Implications

The source of this finding may relate to the exposure to the work world resulting from this component. The exposure may have two effects on the students. First, it provides the student with the opportunity to experience the work setting and requirements of the job. Secondly, it may provide the student with initial contact with a future employer. These two factors may combine to increase a student's interest in the occupation as well as to provide an opportunity to make their initial job contact.

Institutional Home Management
Total Employment

Variable

Requirements for certification.

Definition of the Variable

Three criteria for program certification were presented to the instructors. The instructors were asked to indicate which, if any, of the options presented were requirements for certification. The options presented were: meeting established minimal competencies, length of time in the program, and minimum grade point average.

Source of Information

Instructors

Findings

Minimum grade point average was used as a criteria for student certification at the location having high total employment placement. At the location having low total employment placement, minimum grade point average was not a criteria for certification.

Discussion and Implications

This finding may be interpretted in two ways and as a result will be subject to further investigation. The first interpretation is that minimum grade point average is an effective criteria to use as a requirement for program completion certification. A second interpretation may be that at the site having the higher placement rates, the overall quality of the student was higher enabling the use of this as a criteria. The quality of student at the low placement site may have been lower in quality and this minimum grade point average could not be used as a criteria. This finding, therefore, could be the result of the quality of student rather than the use of a minimum grade point average as a requirement for program completion certification.

Institutional Home Management
Full-Time Related

Variable

Employers use of certification.

Definition of the Variable

This variable was used to determine the extent to which employers asked to see a student's certification from the Institutional Home Management Program. The response to this question was used as an indicator of the employer's use of the certification.

Source of Information

Instructor

Findings

The instructor at the high full-time related placement location indicated that employers did request to see a student's certification of program completion. The instructor at the low full-time related placement location indicated that employers did not request to see a student's certification.

Discussion and Implications

This finding indicates that program completion certification may be a useful way to communicate a student's qualifications to employers. Two essential ingredients need to be considered in the use of program completion certification. The first is that employers must be made aware of the certification. Secondly, the program completion certification which would be most useful would be that which identifies a student's competencies. Certification may become especially important in areas where the supply of workers for a particular occupation exceeds the number of job openings. In such instances, tangible evidence of a student's qualifications may be especially beneficial in the job search process.

Institutional Home Management
Total Employment

Variable

Curriculum modification for special needs groups.

Definition of the Variable

This variable collected data concerning whether or not curricula were modified to meet the needs of special needs groups. Included in this classification were handicapped students, disadvantaged students (G.P.A. less than 1.5), minority students, and students with limited English proficiency.

Source of Information

Instructor

Findings

At the location having high total employment placement the curriculum was modified for handicapped individuals. At the low total employment placement location, the curriculum was not modified for handicapped individuals. No differences between the high total employment placement location and low total employment location were found for the other categories of special needs students.

Discussion and Implications

This finding points to the need for program modification consideration when special needs groups are enrolled in the Institutional Home Management Program. During this year's study, the nature of such modifications was not investigated. Of particular concern is the nature of the modification. While modifications such as simplification of program materials or adoption of tools used would be beneficial, modifications such as elimination of program objectives may hinder a special need student's ability to perform well on the job. Thus, while this finding revealed that program modification for handicapped students was associated with higher placement rates the nature of the modification should be investigated to determine the types of modification having impact on the placement rates of students graduating from the program.

Institutional Home Management
Full-Time Related

Variable

Development of minimum performance objectives.

Definition of the Variable

This variable identified whether or not the instructor had developed their own minimum performance objectives for use in the Institutional Home Management Program.

Source of Information

Instructor

Findings

At the location having high full-time related placement, the instructor had developed their own minimum performance objectives for use with the Institutional Home Management curriculum. This was not true at the location having the low full-time related placement.

Discussion and Implications

This finding may be a product of the development of minimum performance objectives to meet the specific job needs of the geographic area. If this is the reason for development of an instructors own minimum performance objectives one implication of this finding might be the importance of performing adequate job task analyses for the employment opportunities available in the area. A second implication of this finding would be the need to establish adequate communication with employers in the area to enable the collection of this job task analysis data. A third implication of this finding is to identify the exact reason for the development of an instructors own minimum performance objectives in the second year of this project.

the program at one time causing a surplus of workers in a particular occupational area.

Institutional Home Management
Total Employment

Variable

Roles of the advisory committee.

Definition of the Variable

A number of potential roles of the program advisory committee were identified. The instructors interviewed were asked to indicate which of the identified roles their advisory committee fulfilled. Identified roles were: advise program on current job needs, advise program on the relevance of courses being offered in the program to current job needs, help the program in developing its program application for submission to the state, advise the program in developing its plans for vocational education, review ongoing programs, and review new programs.

Source of Information

Instructors

Findings

The instructor at the high total employment placement location indicated that a role of the advisory committee was to review new programs. At the location having lower total employment placement, this was not a role of the advisory committee.

Discussion and Implications

This finding may indicate that a review of new programs or components of programs by the advisory committee results in a better program and higher placement. A consideration based upon this finding is the inclusion of new program review by the advisory committee in those instances where this is not currently a role of the advisory committee.

Institutional Home Management
Total Employment

Variable

Business/industrial interaction with the program.

Definition of the Variable

This variable collected information relative to the degree of interaction between the business/industrial community and the Institutional Home Management Program. Four options were presented which were used as delineators of degrees of interaction. These were: no involvement, the business/industrial community receives information only, the business/industrial community acts in a limited advisory capacity, and the business/industrial community plays an important role in decision making.

Source of Information

Instructors

Findings

The business/industrial community at the location having high total employment placement played an important role in decision making as related to the Institutional Home Management Program. At the location having low total employment placement, the interaction of the business/industrial community and the Institutional Home Management Program was identified as acting in a limited advisory capacity.

Discussion and Implications

This finding indicates that the degree of interaction between the business/industrial community and the Institutional Home Management Program has an impact on the placement rates of students in the program. More specifically the more involvement a program has with the business/industrial community the higher the placement rate of students. This may be due to the influence on the program's curricula or to the establishment of contacts for placement among other possible variables. The implications of this finding is that programs may find it advantageous to involve the business/industrial community in their program.

Appendix D

Home Furnishings, Equipment and Services: HERO Study Findings

Home Furnishings, Equipment and Services
Full-Time Related

Variable

Linkage of co-op program.

Definition of the Variable

This variable identified whether or not the co-op program was separate from the Home Furnishings, Equipment and Services Program or part of the program.

Source of Information

Placement Director

Findings

The Placement Director at the location having high full-time related placement indicated that the co-op program was part of the Home Furnishings, Equipment and Services Program. At the site having low full-time related placement, the program was a separate entity.

Discussion and Implications

The co-op program may be a powerful means of obtaining employment after graduation from the program. One possible explanation for this finding is that co-op programs which are part of the Home Furnishings, Equipment and Services Program are more directly linked to the program than are co-op programs which are separate from the program. Thus, employment opportunities arising from the co-op experience which was part of the program might have a higher probability of resulting in a related placement than co-op programs separate from the program.